

Years 6 - 8

Curriculum Handbook



DE LA SALLE
COLLEGE - MALVERN

Introduction

Message from the Assistant Principal – Learning & Teaching

Reflected in the content of the following pages are the mission and values of Lasallian education, supporting a comprehensive education which attends to the needs of students with a range of abilities and talents.

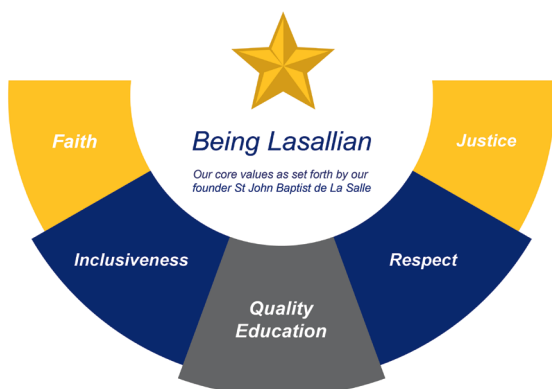
The mandated curriculum in Victorian schools, the Victorian Curriculum, describes the essential entitlement of students from Foundation to Year 10. Adoption of this framework has led to the progressive review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting.

Similarly, the adoption and increasing assimilation of digital learning tools in recent years has had a profound impact on learning and teaching. Ubiquitous access to mobile technologies for teachers and students has enabled research, collaboration, communication and content creation in ways which have not been previously possible. Teachers have populated the College's electronic learning management system, OLLIE, with learning and teaching resources, enabling students to engage with learning tasks in a way which does not depend exclusively on the lock-step of traditional classroom teaching practices. Parents are also drawn into the progression of learning, having access to activities and results throughout the academic year.

Drawing from the Victorian Curriculum and the Archdiocese of Melbourne's Religious Education Curriculum frameworks in the compulsory years, and the VCE, VM and VET in the post-compulsory years, the 2025 Handbook describes arrangements for the learning and teaching program for years 5 to 12 at De La Salle College, for the coming academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study. When used well, the Handbook will act as a reference and companion text for the critical discussions between students, parents and teachers in deliberating about subject selections and future pathways.

Rob Bonnici

Assistant Principal – Learning & Teaching



Mission

De La Salle College is a Catholic boys' College based on the teachings of Jesus Christ, in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning leadership and service.

Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community, to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and the marginalised, and emphasises respect for all.

Values

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment. We practice the five core principles as set forth by St John Baptist de La Salle:

1. Respect for all people:
We honour and respect the dignity of all individuals.
2. Quality education:
We engage in quality education together as Students and staff by thinking critically and striving for personal best.
3. Inclusive community:
We celebrate diversity and welcome all members to our community.
4. Concern for the poor and social justice:
We are in solidarity with the poor and advocate for those without a voice.
5. Faith in the presence of God:
We believe in the living presence of God in our Students, in our community and in our world.

A Statement on Australian Democratic Principles

At De La Salle College we recognize that the school plays a vital role in advancing democratic ideals and principles. For democracy to continue to thrive, children must be taught democratic ideals and principles and to value its way of life. De La Salle College will explicitly and implicitly support and promote the principles of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Through our curriculum and extracurricular programs, De La Salle College will prepare our children to become citizens who will preserve and shape democracy in the future. Democratic values will be taught explicitly in the curriculum and implicitly in the child's experience of the school, from classroom practice, and from what is taught to how it is taught.

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Curriculum Overview - Primary

The De La Salle Primary School (Year 6) challenges students in a range of specifically designed programs intended to engage and reward our students. Year 6 at the College is dedicated to cutting-edge pedagogy and flexible learning spaces where students engage in the full range of subjects and units from the Victorian Curriculum. Students access a variety of online learning tools that allow staff to monitor student performance and development, and each student's progress is tracked through data and regular teacher feedback. Literacy and Numeracy classes are conducted in multi-age groups where flexible and differentiated teaching and learning can occur, assisting students to gain more confidence in these subject areas. Science and Technology is taught in the state-of-the-art Rheims centre, while other specialized subjects such as Sport, PE, Music and Art all have access to Senior School spaces and equipment. Wellbeing plays a considerable role in the Primary School, with students undertaking an evidence-based wellbeing and positive psychology program called GROW. Students also engage in a wide range of co-curricular activities including: Dendy Sports competition, camps, excursions, incursions and a range of other opportunities to develop young boys as learners and individuals.

Primary Subjects

Literacy	Numeracy	Religious Education
GROW (Wellbeing)	Science and Technology	Inquiry
Physical Education	Sport	Art
Drama	Music	

Curriculum Overview - Years 7 and 8

Year 7 and 8 Core Subjects

English	Mathematics	Science
Religious Education	History	Health and Physical Education
Geography	Italian	French
GROW		

Elective Subjects

Drama	Music
Art	Design and STEM

Immersion or ACC Electives

Active Citizenship	Chess	Choconomics
Crime and Punishment	Exercise and Movement	Film Scoring
Funny About That	Game Development	RoboCode
Taking Off	Urban Impact	ACC Representative Sport



Grow Program

De La Salle College recognises that as our students progress through the College, their social and emotional wellbeing is vital to their success and growth as capable and confident young people.

The GROW (Growing Responsibility for my Own Wellbeing) program is designed to equip students with the skills and knowledge to develop their own wellbeing across a number of areas. As a school community, De La Salle College embraces the opportunity to empower students to meet any challenges they may face, both inside and outside of the classroom.

Aims

Through the use of the Resilience, Rights and Respectful Relationships curriculum material and the College's partnerships with external organisations, such as The Black Dog Institute, Elephant Ed, Man Cave, Braingrow and Headspace, the GROW Program aims to expose students to a range of real life situations within a supportive and caring environment so that they may develop into confident and resilient young men who are prepared for life's challenges.

GROW is:

- A wellbeing program that is targeted at each Year Level specifically.
- A program that utilizes the expertise and knowledge of De La Salle teachers.
- A program that is meaningful and engaging.
- A program that encompasses Positive Psychology and Respectful Relationships.
- A program that has been shaped by student input and voice.

More specifically, the program aims to:

- Create and celebrate a sense of connection, community and brotherhood amongst students, and staff.
- Promote and develop the qualities of resilience, openness, reflectiveness, growth mindset, positivity, and purpose.
- Assist students to recognise and express emotions appropriately.

- Allow students to acknowledge their personal qualities and achievements.
- Foster an understanding in students of themselves as learners, with the self discipline to work independently and show initiative.
- Help students to develop the skills to communicate effectively and work collaboratively, making decisions, and negotiating and resolving conflict.
- Create opportunities for students to be mentored by, and mentor, fellow students.
- Allow students to develop leadership skills.

Topics

The Resilience, Rights and Respectful Relationships program embedded within GROW covers eight topics of Social and Emotional Learning across all levels of secondary education.

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity

Year 6 Focus

- Emotional Literacy, Regulation & Intelligence
- Respectful Relationships
- Personal strengths, finding your voice & student leadership

Year 7 Focus

- Organisation
- Cyber Safety
- Braingrow
- Respectful Relationships
- Big Brother, Little Brother

Year 8 Focus

- Building a positive culture and supportive community at Holy Eucharist
- Futures program
- Gender, respect, and safety

Gifted and Talented Education Program

At De La Salle College, our specialised programs ensure our students are appropriately challenged and supported throughout their school years. Research has found that gifted students have an increased chance of disengagement and marginalisation if they aren't provided enriching learning environments. Therefore, the aim of this program is to cater for the diverse range of gifted and talented students at the college to further develop and support their abilities. We recognise that gifted and talented students have specific education needs and that it is imperative they are challenged, extended, and inspired in ways tailored to their individual needs. The GATE Program is designed to respect the dignity of each student, and celebrate the diversity of their gifts.

Aims

To enhance the education of our gifted and talented students, by:

- Developing structures that will allow the college to accurately assess the range and level of exceptional abilities in students
- Developing and running individualised pastoral and curricular support programs for students identified by the above mentioned assessment structures
- Offer internal and external avenues for students to showcase their abilities at local, national and international levels

Description of the Program

A range of curricular, co-curricular and mentoring opportunities are available that are tailored to match the distinctive needs of the individual student. This allows the development of talents in specific domains while pursuing mainstream curricula in other subjects.

The GATE Program encourages students to explore alternative ways of learning that may not occur in the mainstream classroom. It is individualized to ensure that the learning that occurs extends the students within the program in subjects they excel in and supports them to build confidence and capacity in others where required. It also provides high-achieving students to work in a group of like-minded peers on a series of exciting academic programs and challenges. The opportunities that may be offered include:

- Differentiated content, processes and/or tasks to challenge gifted and talented students
- STEM-based electives offering hands-on learning such as Robotics and Computer Programming
- Mentorship opportunities via the CSIRO Scientists in Schools Program
- Subject acceleration across specific key learning areas in Year 9, 10 and 11

- Diverse co-curricular options that provide further avenues for gifted and talented students to be challenged through music, drama, art, debating, immersion programs, lunch clubs, as well as sport.

As well as preparation for external competitions such as:

- Tournament of Minds
- Da Vinci Decathlon
- AMT 3 week and 16 week Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition

And external support programs such as:

- The Victorian Association for Gifted and Talented Children Activities
- CSIRO Student Research Scheme

Through this program, De La Salle College aims to enable exceptionally able students in a community of faith and excellence to achieve their full potential with integrity and distinction.

Identification and Eligibility

Giftedness is defined as the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains may be verbal/linguistic, mathematical/spatial, musical, kinaesthetic or creative. Talent is defined as the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

A comprehensive points based assessment criteria will be used to ascertain a student's eligibility for this program. Evidences such as Grade 5 Reports, Grade 5 NAPLAN, Grade 6 ALLWELL, Teacher, Student and Parent Questionnaires, Cognitive Assessments and Psychological profiles (when available) will be collected and assessed by a teacher panel to establish individualised support structures for students who have been identified as gifted in one or more learning domains.

Reporting and Assessment

Student attendance in and completion of enrichment programs will be reported upon by the GATE Coordinator through a portfolio of evidence built by the students to reflect on their goals set for the academic year. This document will be forwarded to the parents and subject teachers in the following year.

Literacy Support

The Literacy Support Program provides an opportunity for students to improve and enhance their literacy skills through participation in a targeted small group setting with Special Education/Specialist English teachers.

Aims

The Literacy Support Program aims to:

- Improve students' decoding and fluency skills
- Develop the students' individual levels of comprehension
- Develop the students' ability to write in the different genres
- Improve the students' punctuation and grammar skills

Description of Program

- The Primary Literacy Support Program is an explicit and systematic reading intervention program for small groups of older low-progress readers. Groups consist of a maximum six students and sessions are timetabled over 8 periods per cycle.
- The Literacy Support Classes in Years 7 and 8 consist of 5 periods per fortnight and take the place of Language subjects. The program is one of intervention, focusing on strengthening the students' word knowledge and literacy skills.
- In Years 9 and 10, teachers focus on developing students' reading comprehension skills and written expression. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught. Structured paragraph planning and writing is also facilitated.

Identification and Eligibility

- Incoming Year 5 and 7 students attend an assessment morning conducted by Academic Assessment Services. The data from their results is used, in conjunction with past NAPLAN results, school reports, and other information to determine those students who are experiencing difficulties in their literacy skills. Students who score within the Stanines 1 to 3 in the areas of Reading, Writing and/or Spelling are considered for a position in the Literacy Support Groups.
- Learning progress of students in the program at Year 5 and 6 is monitored and, where appropriate, involvement in the Literacy Support Program is either continued or students are returned to the mainstream classroom.
- During the school year, teachers may refer students to the Education Support Team for testing with a view to entering the Literacy Support Program. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be considered for a position in the Literacy Support class, if one is available.

- Some students in the Year 8 Literacy Support Program may be identified for continued support into Year 9. These Students will be offered a position in the Literacy Support Program in Year 9.

Reporting and Assessment

- Through observation, anecdotal evidence, work samples and formal testing, the students' progress is tracked, and improvements noted.
- Formal testing materials regularly used are: PAT-R Spelling, Vocabulary, Comprehension, Grammar and Punctuation.
- An assessment of learning outcomes is completed at the end of each semester and incorporated into each student's formal end of semester report. These are discussed at Parent/Teacher/Student interviews.

Numeracy Support

Description of Program

Numeracy Support is a program run for students who find Mathematics challenging. Students work in a small class (maximum 15 students) where there is an emphasis on improving their numeracy skills. This is timetabled at the same time as mainstream Mathematics, so students do Numeracy Support instead of Mathematics. At Year 7 and 8 the class will be following the Mathematics curriculum whilst focusing on recapping work from previous years' as necessary, with the aim of reintegrating students back into the mainstream class where possible. At Year 9 the content delivered within Numeracy Support diverges from mainstream Mathematics and continues to emphasis numeracy skills.

Identification and Eligibility

Students will initially be offered a place in Numeracy Support based on the Academic Assessment Services tests conducted prior to starting De La Salle College at Year 7, or by teacher recommendation for Years 8 and 9 students. Progress will be carefully monitored throughout the year, ongoing enrolment in the program is reviewed at the conclusion of each term at Year 7, and at the end of each semester at Years 8 and 9. These reviews will be based on teacher judgement and performance in assessment tasks.

Assessment

Students will complete assessment tasks similar to those in the mainstream Mathematics course while being adapted to match the level of the work covered in the Numeracy Support classes.



Grade 6

English

Description of Program

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Students will have the opportunity to develop understanding about the ways Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Learning Standards

Reading and Viewing

- Understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts.
- Understand how the use of text structures can achieve particular effects.
- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
- Compare and analyse information in different texts, explaining literal and implied meaning.
- Select and use evidence from a text to explain responses to it

Writing

- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
- Demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
- Use accurate spelling and punctuation for clarity, provide feedback on the work of their peers.
- Make and explain editorial choices based on agreed criteria.

Speaking and Listening

- Listen to discussions, clarifying content and challenging others' ideas.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts, elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Assessment

- Individual tasks
- Group tasks
- Writing demonstrating understanding of different genres
- Oral presentations
- Spelling tests
- Standardised testing

(Information is taken from the Victorian Curriculum website)

Art

Description of Program

In Art students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make, and view can be displayed to express and enhance meaning.

Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

Learning Standards

Exploring and Expressing Ideas

Students investigate a variety of materials and techniques in order to create original artworks.

Visual Arts Practices

Students investigate the work of differing artists and cultures and discuss their observations and opinions.

Presenting and performing

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Responding and Interpretation

Create and display artwork considering how ideas can be expressed to an audience.

Assessment

- Folio of artworks
- Responses to artworks

Drama

Description of Program

Students learn about the performance styles of melodrama and realism. They work collaboratively to research, brainstorm, improvise, script and rehearse group performances using conventions of both styles. Students learn about the dramatic elements of contrast, sound, and space and continue to develop their expressive vocal and movement skills. Students learn to remain focused on their role and the performance while using a variety of different energy levels to communicate their character's emotions.

Learning Standards

Explore and Express Ideas

Students develop characters and situations in their drama and explore how to communicate their character's emotions.

Drama Practices

Students use their voice and movement in expressive ways to communicate a story and develop mood and atmosphere in their performance.

Present and Perform Drama

Students perform devised and scripted drama to engage their class.

Respond and Interpret

Students explore how elements of drama or production areas are used in different contexts and explain how they have used these in their own performance.

Assessment

- Melodrama Performance
- Realism Performance
- Performance Worksheet

Music

Description of Program

Year 6 students continue their studies in the Primary String Program, learning the fundamentals of playing the violin or ukulele in both solo and group contexts. They explore instrument care, assembly and posture. Students develop skills and knowledge in the areas of sound production, note reading, technique and rhythmic accuracy. Students demonstrate skills in rehearsal and a final public performance.

Learning Standards

- Explore and express ideas: students explore improvisation through call and response activities.
- Music practices: students develop their technical skills and understanding of performance conventions.
- Present and perform: students participate in rehearsals and deliver a public group performance.
- Respond and interpret: students develop their listening and observational skills to determine how to respond to musical direction from a conductor, and how to reflect these instructions in their playing.

Assessment

- Solo and group performance
- Aural and theory tests



Health and Physical Education Italian

Description of Program

Physical Education aims to develop a healthy, active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine concepts and strategies to achieve movement outcomes and solve challenges.

Learning Standards

Health Knowledge and Promotion

Students develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. They explore the importance of safety, healthy eating and participation in physical activity for their physical, social and emotional health.

Movement and Physical Activity

Students practise and use complex manipulative and locomotor skills in a range of movement environments. They explore basic game tactics such as: introducing the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive game settings.

Assessment

- Aerobic fitness testing
- Anaerobic fitness testing
- Sun smart and safety information task
- High performance sport project
- Physical activity training plan
- Mental health project

Description of Program

Through learning an additional language, students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies. Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

In Year 6, students learn to introduce themselves and describe their feelings. They begin to read longer texts and answer basic questions based on it. They also investigate and report on a famous Italian family.

Learning Standards

Communicating Socialising, Informing, Creating, Translating, Reflecting

Students use language for communicative purposes. They learn the knowledge, skills and behaviours relevant to the Italian language by various means, such as socialising, informing, creating and translating within the language as well as reflecting on what they have achieved.

Understanding Systems of language, Language variation and change, role of language and culture

Students develop knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They identify and use key features of the language, such as grammatical gender, and compare and contrast like events in cultures which use different languages.

Assessment

- Complete very simple exercises in word recognition through listening to spoken Italian
- Read aloud effectively and apply knowledge of pronunciation and letter sound variations in particular context
- Read very simple 2-3 line paragraphs and answer questions in Italian and/or English

Mathematics

Description of Program

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in Mathematics and applications in many other fields are built.

Number and algebra, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable Students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

Learning Standards

Number and Algebra

- Recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers.
- Solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts.
- Locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number.
- Solve problems involving the addition and subtraction of related fractions.
- Calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology.
- Make connections between the powers of 10 and the multiplication and division of decimals.

- Add, subtract and multiply decimals and divide decimals where the result is rational.
- Write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals.
- Use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane.

Measurement and Geometry

- Compare areas of regular and irregular shapes, using informal units.
- Relate decimals to the metric system and choose appropriate units of measurement to perform a calculation.
- Solve problems involving time, length and area, and make connections between capacity and volume.
- Interpret a variety of everyday timetables.
- Solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology.
- Construct simple prisms and pyramids.

Statistics and Probability

- Interpret and compare a variety of data displays, including displays for two categorical variables.
- Analyse and evaluate data from secondary sources.
- Compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. Construct data displays from given or collected data, with and without the use of digital technology.
- Specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

Assessment

- Concept development, understanding and mastery
- Informal and formal

(Information is taken from the Victorian Curriculum website)



Religious Education

Description of Program

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of the Christian story, ethics, ritual and symbols that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- Appreciation and deep understanding of the richness of the Catholic Tradition
- Religious self-understanding and spiritual awareness
- Openness to religious questions and to a religious interpretation of the world
- Awareness of the diversity of voices in society and within the school
- Discernment and participation informed by the Catholic Tradition

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding, considering the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Learning Standards

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

- Three strands of learning in Religious Education: Knowledge and Understanding – seeking truth; Reasoning and Responding – making meaning; Personal and Communal Engagement – living story
- Five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. These each have learning descriptors in levels
- Achievement standards in progression points.

Scope and Sequence Year 5 – Year 6

Students bring to the school a wide range of faith and spiritual experiences. These experiences are built upon in the curriculum as rich sources for further learning about God, religion and life.

Students:

- Extend their learning about the background and person of Jesus and his relationships with the Father, his disciples and the people he came to serve.
- Explore old and New Testament text, learning skills of interpretation by drawing on growing knowledge of context and genre.
- Learn about the structures of the Church, its foundations in the community and its mission of service in the world.
- Consider the actions of God in the world and begin to explore ways other religious traditions celebrate this.
- Learn about and may receive the sacraments of Penance, Eucharist and Confirmation, as well as learning about the seven sacraments and their significance for today.
- Engage with the liturgical celebrations of the church year and the life of the faith community, past and present, exploring ways they can participate in and contribute to the church.
- Continue to develop their personal prayer life, spirituality and appreciation for the sacred.
- Develop their understanding of Catholic teaching on the dignity of the human person and its implications for their choices personally and in community, learning to build just and compassionate relationships based on love and respect for self and others.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or feedback all provide opportunities to gather rich evidence.

Horizons of Hope and RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach and assess Religious Education. To Know, Worship and Love (KWL) units are also used in conjunction with the new Religious Education Curriculum.

Information taken from Melbourne Archdiocese Catholic Schools (MACS Website).

Science and Technologies

Description of Program

The Science & Technologies subject will draw on the Year 5 and 6 Science and Technologies: Digital Technologies Victorian Curriculum Learning Areas, which are focused on:

- Recognising questions that can be investigated scientifically and undertaken via investigations;
- The use of technologies to create innovative solutions that meet current and future needs.

Students will be provided opportunities to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Students will be encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

Learning Standards

Scientific Understanding

- Explain how scientific knowledge is used in decision making and develops from many people's contributions.
- Discuss how scientific understandings, discoveries and inventions affect peoples' lives.
- Learn about:
 - Observable changes: reversible or irreversible
 - Energy transformation to generate electricity
 - Natural events causing rapid change to Earth's surface
 - Key features of our Solar System
 - Growth and survival of living things

Scientific Skills

Students will follow the scientific inquiry process when conducting investigations, which includes:

- Questioning and predicting
- Planning and conducting
- Recording and measuring
- Analysing and evaluating
- Communicating

Digital Systems

- Explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Data and Information

- Explain how digital systems use whole numbers as a basis for representing a variety of data types.
- Manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

Creating Digital Solutions

- Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.
- Incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program.
- Explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

Assessment

Students will be assessed in a variety of ways including, but not limited to:

- Individual tasks
- Group tasks
- Oral presentations
- Conducting experiments
- Report writing
- Design, creation and evaluation of products



Year 7

English

Description of Program

The Year 7 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Students develop an understanding of how texts are influenced by context, purpose and audience. Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres. They involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore a range of themes and represent a variety of perspectives. Students engage with these texts independently and through group discussion. Students develop knowledge about a range of strategies for reading through teacher guided interpretation, as well as in peer led literature circles.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 7 English, students will develop competence in the writing of analytical text response essays, as well as producing a folio of creative works in different forms and genres. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to present their own research and opinion on a contemporary social issue.

Learning Standards

Reading and Viewing

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Understand how the choice of language features, images and vocabulary affects meaning.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- Create texts showing how language features, text structures, and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- Demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for and explain different perspectives in texts.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Assessment

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks

Art

Description of Program

Students explore traditional arts forms and styles to develop understanding of the concept of style. Students apply their art knowledge and, with guidance, produce a folio of finished artworks, selecting and using a range of contemporary and traditional media, materials, equipment and technologies.

Students experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles to explore the potential of ideas, gaining inspiration from a broad range of sources, including artworks from different cultures, styles and historical contexts.

Learning Standards

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

Visual Diary

Students record the inspiration for their works as well as the development of each project.

Folio of practical work

Students present their completed artwork

Analysis of Artworks

Students explore and discuss how artists have used Art elements such as colour and texture in the construction of their work. They also investigate how these artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective.

Band Program (Music)

Description of Program

Year 7 students learn to play a musical instrument (one of flute, clarinet, saxophone, trumpet, trombone, bass guitar or percussion) in small tutorial groups before combining to form a Mentor Group band. They explore instrument care, assembly and making a sound. Students develop tone control along with theory skills of rhythm and pitch reading. They learn how to follow the conductor in a band setting and listen to the musical connection between parts of the ensemble. They experience performance in solo and group contexts through sectional and band rehearsals. All students perform at the Semester Concert.

Learning Standards

- Explore and express ideas: students experiment with elements of music using instruments in the band setting
- Respond and interpret: students develop listening skills, theoretical understanding of musical notation and musical concepts, and technical performance skills on their instruments.
- Present and perform: students rehearsal and perform in solo and group contexts

Assessment

- Solo Performance
- Theory



Drama

Description of Program

Students learn about the performance styles of physical theatre and commedia dell'arte. They work collaboratively to research, brainstorm, improvise, rehearse, and refine group performances using conventions of both styles. Students learn how to build and hold tension in their performances and continue to develop their ability to use a range of expressive vocal and movement skills. Students begin to learn about the relationship between actors and the audience and how this can be different in different performance styles and contexts. Students begin to document their process of creating their own performances and analyse the performances of others.

Learning Standards

Explore and Express Ideas

Students develop characters and situations in their drama and explore how to convey status, relationships, and intentions. They combine a range of different dramatic elements in their performance.

Drama Practices

Students plan, structure and rehearse their performances. They begin to refine their expressive use of voice and movement to communicate ideas and the dramatic action.

Present and Perform Drama

Students perform devised and scripted drama to engage their class, maintaining commitment to their role and applying performance areas such as costume, props and set.

Respond and Interpret

Students begin to analyse how elements of drama have been used in their own and others' performances. They identify features performances from different contexts.

Assessment

- Performance Journal
- Physical Theatre Performance
- Commedia dell'Arte Performance
- Performance Analysis

French and Italian

Description of Program

This is a semester-based course where students study one language per semester. They are provided with basic grammatical and oral structures in the French and Italian languages. They start to gain knowledge of the geographical and cultural features of France and Italy through various activities, students will develop socio-cultural understandings and an appreciation of at least two other cultures.

Students understand and use the language within the world of their experiences on a variety of topics from the print and electronic media. Students read a range of texts about aspects of French and Italian culture and draw comparisons with our own Australian culture. They talk and write in simple terms about themselves, their likes and dislikes, family, friends, food, their daily routine and leisure activities. They interact with others by listening and responding to simple questions in the target language.

Learning Standards

Communicating Socialising, Informing, Creating, Translating, Reflecting

Students learn the knowledge, skills and behaviours relevant to the specific language. They become familiar with pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves and family members and greet and farewell others. They create their own texts using simple sentence structures and develop language to interact with their peers. Students begin to use different communication modes and different text genres to convey their message in the language.

Understanding Systems of Language, Language Variation and Change, Role of Language and Culture

Students learn to recognise patterns within the language and are able to discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn with the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French

Geography

Description of Program

Year 7 Geography involves the study of processes that influence the characteristics of places around the world.

Water in the World

This draws on the concepts of change, interconnection, scale and sustainability to investigate how water moves through the environment, and is valued, used and managed in Australia and other parts of the world.

Place and Liveability

This draws on the key geographic ideas to examine different types and functions of communities and the liveability of places in Australia and overseas.

Geographical Concept

This introduces students to the key geographic ideas of space, place, interconnection, change, environment, sustainability and change.

The content at this year level is organised into two strands: Geographical Knowledge and Geographical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Geographic Concepts and Skills Place, Space and Interconnection

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge Water in the World

Students will investigate:

- The environmental resources and the forms that water takes as a resource.
- The ways that flows of water connect places as they move through the environment and the ways this affects places.
- The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences.
- The nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of place.
- The causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future.

Place and Liveability

Students will investigate:

- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
- Influence of services and facilities; and environmental quality, on the liveability of places.
- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.
- Influence of social connectedness and community identity on the liveability of places.
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Assessment

- SPICISS Project: Hydrological Hazard
- Water in the World Fieldwork Report Poster
- Liveability Oral Presentation or Debate
- Semester Test

Pathways

- Year 8 Geography

History

Description of Program

Year 7 History involves the study of how people lived in the past, and the events they experienced. The study focusses on the societies that existed from the earliest known human communities (60,000BC) to the end of ancient times (650AD). Questions are asked about the ancient past, why and where the earliest societies developed, how people lived in ancient, and what have been the legacies for our time. The course is structured around a study of our First Nation Peoples and the civilisations of Ancient Rome and Ancient China. The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Historical Concepts and Skills Chronology, Terms and Concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period of the Ancient World.

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and Change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and Effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge and Understanding Aboriginal and Torres Strait Islander Peoples and Cultures

Students will investigate:

- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs

- The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources
- The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples

Ancient World and Early Civilisations

Students will investigate:

- How physical features influenced the development of the civilisation
- Changes in society and the perspectives of key groups effected by change including the influence of law and religion
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs
- Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs
- The role and achievements of a significant individual in an ancient society
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery

Assessment

- Document Analysis- Lake Mungo Man and Lake Mungo Women
- Ancient China Research Project
- Ancient Australia Document Analysis
- Ancient Rome Document Analysis

Pathways

- Year 8 History



Health and Physical Education

Description of Program

The Health, Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Health Knowledge and Promotion

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Focus areas addressed in Year 7 include:

- Health Benefits of Physical activity
- Safety
- Introduction to fitness components
- Games and sport

Movement and Physical Activity

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students use strategic thinking, communication and ICT to enhance performance.

Focus areas addressed in Year 7 include:

- Games Sense
- Lifelong physical activities
- Rhythmic and expressive movement activities in gymnastics
- Swimming

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory based assessment:

Semester 1
Safety assignment

Semester 2
Benefits of physical activity assignment

Mathematics

Description of Program

The Year 7 Mathematics course builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Learning Standards

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Space
- Measurement
- Statistics
- Probability

Assessment

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Numeracy Support

Description of Program

The Numeracy Support Program serves as a targeted intervention, allowing students the opportunity to achieve minimum standards in Mathematics. Students work in small classes (maximum of 15 students), with an emphasis on improving their mathematical skills. This program is scheduled concurrently with Year 7 Mathematics, meaning students attend Numeracy Support instead of the standard Mathematics class. The goal is to reintegrate students into the regular Year 7 Mathematics class when possible.

The Year 7 Numeracy Support course focuses on enhancing students' skills in numbers, fractions, decimals, and percentages, as well as introducing them to the language of algebra. The Numeracy Support Program follows the same format as the standard class, with additional opportunities for more one-on-one support and hands-on activities.

Students will initially be offered a place in Numeracy Support based on the ALLWELL test undertaken prior to starting at De La Salle College. Movement from the program back to standard Mathematics classes will be reviewed at the end of each term following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Assessment

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Religious Education

Description of Program

Students investigate the idea of Community throughout the year. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.

Reasoning and responding

Focuses on the development of ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.

Personal and communal engagement

Focuses on the nurturing of spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

Assessment

Unit assignments and class work

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.



Description of Program

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

Together, the two strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. They are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 7 these two strands are incorporated into five topics taught over the year:

Firing Up - which introduces students to the field of Science, basic equipment and the laboratory.
Model of Matter - which introduces students to the particle view of matter and how to separate substances.
The Physical World - which introduces the forces that govern our world and how they can be controlled.
Sorting Out Living Things - which introduces living things and how they are part of a larger living system.
Our Place in Space - which investigates the position and motions of Earth in space.

Learning Standards

Science Understanding

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Students also investigate the development of science as a unique way of knowing and doing, and the role of Science in contemporary decision making and problem solving. It acknowledges that in making decisions about Science practices and applications, ethical and social implications must be taken into account. Students are encouraged to recognise that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Assessment

The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions

STEM - *Technology*

Description of Program

In Levels 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. With greater autonomy, students identify the sequences and steps involved in design tasks and develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks.

Learning Standards

Science – inquiry-based approach that includes:

- Scientific understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

Engineering – that includes:

- Principles and systems

Mathematics – Logical reasoning, problem-solving skills that include:

- Geometric reasoning
- Measurements and geometry
- Statistics and probability
- Data representation and interpretation
- Linear and nonlinear relationships

Assessment

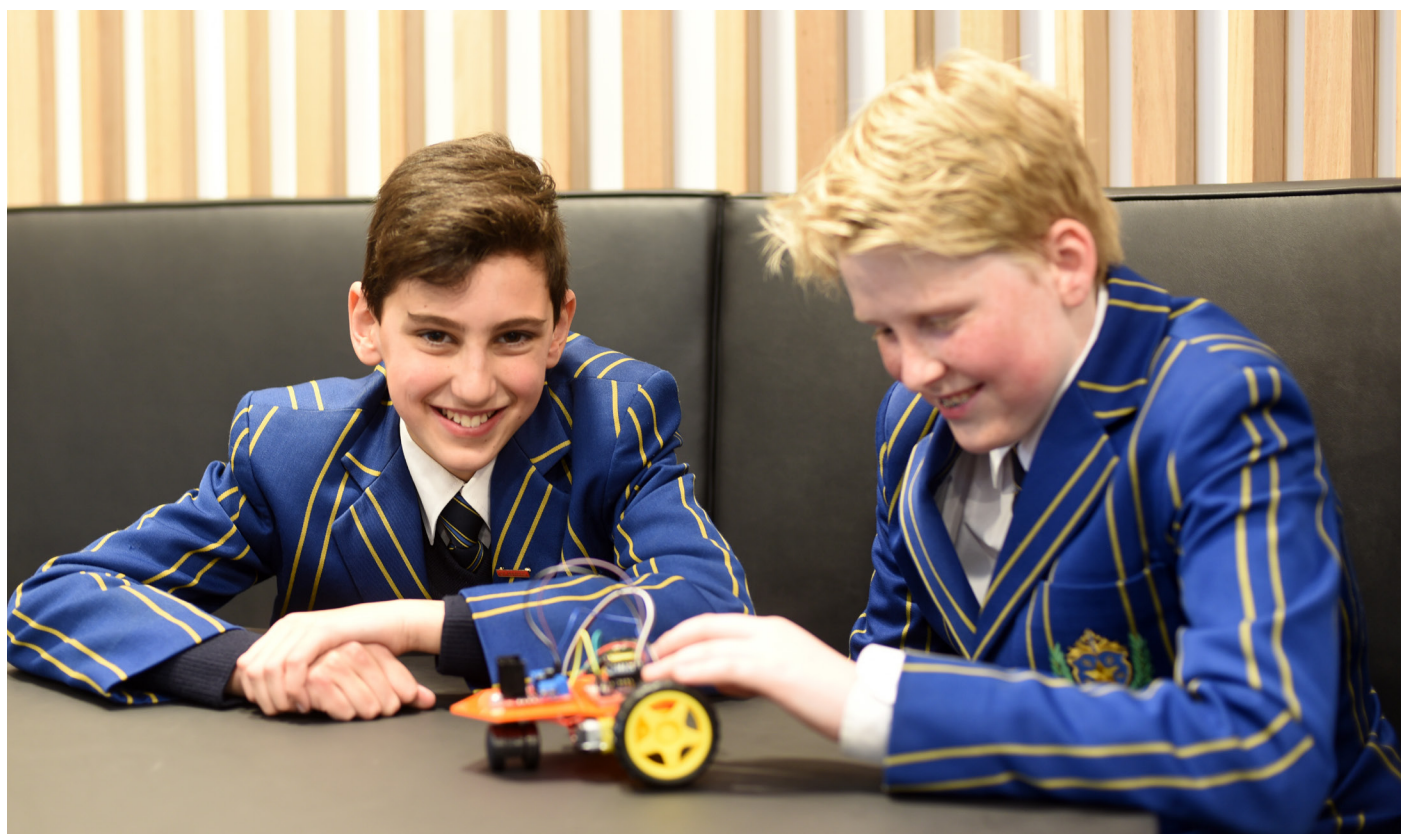
Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment





Year 8

Art

Description of Program

Students use observation and experience to develop artworks which demonstrate a range of skills, techniques and processes. Through the exploration of differing materials and techniques they are able to express their own personal ideas and observations. They study Visual Art practices while communicating their thoughts and ideas through analysis and response to artworks. They will also demonstrate an understanding of artworks from various art movements.

Learning Standards Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

Visual Diary

Students record the inspiration for their works as well as the development of each project

Folio of Practical Work

Students present their completed artworks including a perspective drawing, linocut print and sculpture piece which demonstrates understanding a selected element or principle of art.

Analysis of Artworks

Students explore and discuss how artists have used Art elements and principles such as colour and texture in the construction of their work. They also investigate how artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective. Students present a report comparing the artwork created by two selected artists from different art periods.

Pathways

- Year 9 Art
- Year 9 Photography
- Year 9 Visual Communication Design



Drama

Description of Program

Students learn about the performance styles of ancient Greek theatre and co-created theatre. They work collaboratively to research, brainstorm, improvise, script, edit, rehearse, and refine group performances using conventions of both styles. Students learn how to vary the rhythm of their performances to create dramatic impact refine their ability to use a range of expressive vocal and movement skills. Students continue to learn about the relationship between actors and the audience and this can be manipulated to a point of co-creating drama with an audience. Students document their process of creating their own performances and analyse the performances of others.

Learning Standards

Explore and Express Ideas

Students develop characters and situations in their drama and explore how to convey status, relationships, and intentions. They combine a range of different dramatic elements in their performance to develop ideas, issues, and themes.

Drama Practices

Students plan, structure, and rehearse their performances in order to refine how they communicate dramatic meaning. They refine their expressive use of voice and movement to communicate ideas and the dramatic action.

Present and Perform Drama

Students perform devised and scripted drama to build an appropriate actor-audience relationship, maintaining commitment to their role and applying performance areas such as costume, props, and set in deliberate ways.

Respond and Interpret

Students analyse how elements of drama have been used in their own and others' performances to convey different meanings. They identify features and purposes of performances from different contexts.

Assessment

- Performance Journal
- Ancient Greek Theatre Performance
- Co-Created Theatre Performance
- Performance Analysis

French and Italian

Description of Program

Students choose one language (from the Year 7 course) to be studied over two semesters - Italian or French.

In the units covered throughout the year, students develop and enhance basic grammar and oral skills in the chosen language.

Furthermore, all language skills – reading, writing, speaking and listening - are presented in a contextualised setting relevant to the experience of the students.

Students understand and use the language on topics related to events of general interest, drawn from other key learning areas and from the print and electronic media. Students also read a range of texts about aspects of the Francophone or Italian culture and draw comparisons with our own Australian culture. Students consolidate their knowledge and skills, as well as broadening their understanding of the language.

They interact with others by listening and responding to more complex questions in the language and are encouraged to appreciate diverse views and beliefs.

Learning Standards

Communicating

Socialising, Informing, Creating, Translating, Reflecting
Students learn the knowledge, skills and behaviours relevant to the specific language. They build on their pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves, including family members, pets and sports. They create their own texts using simple sentence structures and develop language to interact with their peers. They gradually build more extended text using cohesive devices and are able to use different communication modes and text genres to convey their message in the language.

Understanding Systems of Language, Language Variation and Change, Role of Language and Culture

Students learn to recognize patterns within the language and discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn in the language to the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. Students reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French

Description of Program

The Year 8 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts produced by Australian authors, and writers working in other times and contexts. Students also develop the skills to analyse persuasive texts, with a focus on advertising strategies and techniques.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 8 English, students will develop competence in the writing of analytical text response essays, as well as producing creative works. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to persuade their audience in formal presentations and engage in structured debates around issues raised by the literary texts studied. They will also provide their opinion on the books that they choose to read during scheduled reading time.

Learning Standards

Reading and Viewing

- Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Interpret texts, questioning the reliability of sources of ideas and information.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

- Understand how the selection of language features can be used for particular purposes and effects.
- Explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.
- Create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences.
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

- Listen for and identify different emphases in texts, using understanding to elaborate upon discussions.
- Make presentations and contribute to class and group discussions, using language patterns for effect.

Assessment

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks



Geography

Description of Program

There are two units of study in the Year 8 Geography. Landforms and Landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, hazards and soils, threats posed by human activities and proposed future use of environments. Changing Nations draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

The content of this year level is organised into two strands: Geographical Knowledge and Geographical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Geographic Concepts and Skills Place, Space and Interconnection

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge Landforms and Landscapes

Students will investigate:

- Different types of landscapes and their distinctive landform features.
- Geomorphic processes that produce landforms, including a case study of at least one landform.
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved.
- Human causes of landscape degradation, the effects on landscape quality and the implications for places.
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples that influence the significance of places, and ways of protecting significant landscapes.
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future.

Changing Nations

Students will investigate:

- The causes and consequences of urbanization
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.
- The reasons for and effects of international migration to Australia.
- The reasons for and effects of internal migration in Australia and China.
- The challenges of managing and planning Australia's urban future.

Assessment

- Overlay Map and Short Answer Questions
- Fieldwork Report
- Geographic Inquiry: Megacities

Pathways

- Year 9 Geography

History

Description of Program

This unit develops the skills and knowledge involved in the study of History. Students learn to describe and analyse key events in medieval societies. They explain features in community life including myths, legends, religious beliefs and culture. They analyse how medieval societies were ruled and describe the contributions of key individuals. Students compare selected aspects of medieval societies in both Asia and Europe.

The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Historical Concepts and Skills Chronology, Terms and Concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period from the Ancient World to the Modern World.

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and Change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and Effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge

Students will investigate the following:

- Medieval Europe
- The Ottoman Empire
- Japan under the Shoguns
- The Spanish Conquest of the Americas

Assessment

- Medieval Europe Extended Response: Challenges and Advancements
- Document Analysis - Samurai and the Three Unifiers
- Spanish Conquest of the Americas: Podcast

Pathways

- Year 9 History

Health and Physical Education

Description of Program

The Personal, Social and Community Health dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Personal, Social and Community Health

Students consider what it means to be physically, socially and emotionally healthy. They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics. Students reflect on how they can be used to assist in decisions about food choices and complete an in depth-study of the following units.

Focus areas addressed in Year 8 are:

- Food and nutrition
- Mental health and wellbeing
- Health benefits of physical activity
- Fitness components

Movement and Physical Activity

Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. They continue to consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students use strategic thinking, communication and cooperation to enhance performance and begin to set personal goals to improve performance by reflecting on their skill development needs.

Focus areas addressed in Year 8 are:

- Games Sense
- Transferring movement concepts across different sports
- Lifelong physical activities

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory-based assessment:

Semester 1

- Nutrition assignment

Semester 2

- Mental Health assignment

Music

Description of Program

Students develop their instrumental performance skills in learning to play and perform a variety of songs on the drumkit, the keyboard and acoustic guitar. They broaden their musical horizons through the focused listening analysis of a wide survey of music from diverse musical cultures and eras. Students also develop their understanding of music theory and aural skills, and develop confidence in their voice through group singing activities.

Learning Standards

Explore and Express Ideas

Students deliver their creative and expressive response to a film scene through the use of music technology.

Present and Perform

Students deliver in-class performances on each of 1, drum kit 2, electronic keyboard 3, acoustic guitar.

Music Practices

Students decode and apply music notation, perform set pieces and experiment with improvisation and composition.

Respond and Interpret

Students listen and respond in written form to a wide range of music videos of the featured year 8 instruments (drums, keyboard/piano and guitar).

Assessment

- Solo performances on drumkit, keyboard and acoustic guitar
- Music technology film sound design composition
- Aural and theory written tests



Mathematics

Description of Program

The Year 8 Mathematics course builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and applying of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. There is a dedicated approach to revision and study skills to prepare for assessments and success in Mathematics.

Learning Standards

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Units Studied

- Integers
- Data Analysis
- Fractions, Decimals and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Linear Graphs
- Transformation and Congruence

Assessment

- Assignments
- Quizzes
- Topic Tests
- Completion of Tasks
- Mathematical Investigations
- Examination

Numeracy Support

Description of Program

The Year 8 Numeracy Support Program serves as a targeted intervention, allowing students to achieve minimum standards in mathematics. Students work in small classes (with a maximum of 15 students), with an emphasis on improving their mathematical skills. This program is scheduled concurrently with Year 8 Mathematics, meaning students attend Numeracy Support instead of the standard Mathematics class. The goal is to reintegrate students into the regular Year 8 Mathematics class when possible.

The Year 8 Numeracy Support course focuses on improving students' numeracy skills and developing their understanding of fractions, decimals, percentages, and algebra. They then apply these skills to practical situations related to Measurement, Statistics, and Probability. The Numeracy Support Program follows the same format as the standard class, with additional opportunities for one-on-one support and hands-on activities.

Year 7 Mathematics Teachers will recommend students to join the Year 8 Numeracy Support Program; This recommendation will be based upon work completed in class throughout the year. Movement from the program back to standard mathematics classes will be reviewed at the end of semester one following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Assessment

- Integers
- Statistics
- Fractions and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Straight line graphs
- Transformation and Congruent

Religious Education

Description of Program

Students investigate the evolution of religion from a worldwide perspective through to its place within Melbourne. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.

Reasoning and responding

Focuses on the development of ways of thinking and acting that arise out of Christian knowledge and understanding, which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.

Personal and communal engagement

Focuses on the nurturing of spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

Assessment

- Unit assignments and class work

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

STEM - Technology

Description of Program

In year 8, students investigate and consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems. Using a range of technologies including graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, story-boards, brainstorming and mind-maps. They also use a range of symbols and technical terms in a number of contexts to produce patterns, annotated concept sketches and drawings that employ scale, pictorial and aerial views to draw environments.

Learning Standards

Science – Inquiry-based approach that includes;

- Science understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

Technology – ICT, CNC machinery that includes;

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

Engineering – That includes:

- Principles and systems

Mathematics – Logical reasoning, problem solving skills that include;

- Geometric reasoning
- Measurements and geometry
- Statistics and probability
- Data representation and interpretation
- Linear and nonlinear relationships

Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment



Science

Description of Program

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

Together, the two strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. They are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 8 these two strands are incorporated into five topics taught over the year:

Elements and Compounds - which introduces students to the basic building blocks of matter

Energy in Our Lives - which investigates the true nature of energy and in particular the energy of heat

Cells and the Microscope - which uses the microscope to investigate the basic building blocks of life

Light and Sound - which develops an understanding of light and sound as forms of energy

Beneath Our Feet - which investigates the structure of the Earth.

Learning Standards

Science Understanding

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change.

They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Students also investigate the development of science as a unique way of knowing and doing, and the role of Science in contemporary decision making and problem solving. It acknowledges that in making decisions about Science practices and applications, ethical and social implications must be taken into account. Students are encouraged to recognise that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Assessment

The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Immersion

Be a Sound Producer

Description of Program

Being a Sound Producer in the 21st century requires the capacity to understand the function and techniques of music technology, and how they can be applied to achieve expressive outcomes. During this Immersion course, students will utilise equipment such as microphones, an audio interface, software and musical instruments to develop an understanding of concepts such as signal flow, recording techniques, editing audio and adding audio effects. Students will develop their aural acuity and understanding of how to achieve an effective audio mix, using such techniques as volume and panning automation. Student will also become familiar with various digital audio file types.

Learning Standards

- Explore and express ideas: students devise their own radio play.
- Music practices: create, practice, rehearse, record, edit and refine in group and individual settings.
- Present and perform: students will present their finished work to the class audience.
- Respond and interpret: students respond to works performed in the class, and other exemplars of target outcomes.

Assessment

- Composition of script for an original radio play
- Organisation of sound: Presentation of the final edited recording

Chess

Description of Program

The 'Immersion Chess' is designed to use chess as a tool for teaching problem-solving, creative thinking, and abstract reasoning in a classroom setting, be it in a public or private school, home school or other institution, or for personal use. Chess provides the opportunity to teach students how to think their way through solving complex problems, and it is a terrific way to introduce STEM, STEAM, and Common Core criteria. Children enjoy chess as a game. Yet, chess offers the means of teaching mental abilities used throughout life: concentration, critical thinking, abstract reasoning, strategic planning, problem solving, visualisation skills, creativity, and patience to name just a few. Studies have shown that routine chess instruction has a positive influence on both numerical and verbal aptitudes.

This Immersion subject aims to cater for Students who seek to cultivate an interest in analytical & technological fields. It will allow Students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. Chess will help students to expand their social, intellectual and problem solving skills, helping them to develop their Foresight, Circumspection, Caution, and the habit of perseverance. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Learning Standards

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Foresight
- Pattern recognition
- Humanities
- Humanities

Assessment

- Self-reflection of strategies & History of Chess.
- Skill demonstration via the completion of the task to a competency.

Choeconomics

Description of Program

This unit provides students with an introduction into Economics and the problems that relate to scarcity, opportunity cost and choices as a result of limited access to resources. This unit requires students to apply key economic concepts to real life events pertaining to the chocolate industry. Students will also investigate the cross-curricular nature of how the chocolate industry impacts on our health, the ethical dilemmas that plague this industry. Students will learn to apply specific application of economic theories to illustrate consumer choice, producer choice and how these economic agents cause resources to be reallocated in the market.

Course Aims

- Develop students' ethical capabilities through making decisions about consumer and business choices.
- Apply a range of economic terms and theories to consumer and business choices and how markets operate to reallocate resources in the economy. Choeconomics
- Evaluate the impact that the chocolate consumption on health & wellbeing, the environment and business' profit margin.
- Develop research skills and work collaboratively in group settings to devise solutions to problems from an economic and social responsibility perspective.

Learning Standards

Ethical capability

- Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities
- Investigate why ethical principles may differ between groups of people including cultural influences
- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making
- Discuss the role of context and experience in ethical decision-making

Health and Physical Education

- Investigate and select strategies to promote health, safety and wellbeing
- Develop skills to evaluate health information and express health concerns

Assessment

- Market Diagram exercise and explanation
- Group poster – production process of chocolate making

Exercise and Movement

Description of Program

What value do you place on Exercise and Movement in your lifestyle? This immersion subject will focus explicitly on having students develop a specific component of fitness through increasing their exercise and movement.

Using a project-based learning model student will create an individualised fitness goal. Examples might include: "I'd like to run a 4 minute kilometre" or, "I'd like to be able to complete 100 consecutive pushups".

Students would then create an exercise and movement roadmap to see if they can reach their fitness goal (or demonstrate some improvement) over the course of the unit.

Learning Standards

The knowledge, understanding, skills and dispositions students develop through movement encourage ongoing participation across their lifespan and should in turn lead to positive health outcomes. This subject will allow students to create a fitness profile of themselves and in turn develop a specific area of their health. They will be asked to make adaptations to their lifestyle both in and outside school life.

By the end of the course, students will have developed a broad range of skills, including:

- Fitness Profiling
- Pre and Post-testing
- Collaboration
- Training Program Scaffolding
- Evaluation

Assessment

Students will complete a comprehensive evaluation of their progress throughout the term including any limitations to success.

Funny About That

Description of Program

Using workshops, exercises and hands on techniques, we will explore the world of theatre sports, comedy and improvisation. Students will work collaboratively, individually, and in competition to demonstrate their skills in these areas.

Students will draw on their creative, planning, organisation, and teamwork skills when creating and performing. They will develop confidence in coming up with creative ideas on the spot and performing in front of others.

Course Aims

- Understand aspects of comedy including relatability, timing, and narrative
- Understand the principles of improvisation
- Develop theatre sports, improvisation and comedy skills.

Learning Standards

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English

Assessment

- Performance contribution and participation (competent or not-yet competent)
- Skill demonstration (level of achievement)

Taking Off!

Description of Program

Taking Off challenges students to plan some travel within set parameters. This experience provides students with the opportunity to explore the geography and cultures of other countries, whilst developing their ability to plan and manage a budget, and establish and adhere to a working timeline. Using the challenge of planning some travel as a platform, Students will be introduced to the capabilities of Excel in managing projects and time, explore global economic factors and develop their ability to source and evaluate online information.

Course Aims

By the conclusion of this subject, students will be able to:

- Use software such as word processors and spreadsheets, and using techniques such as tables and shading, to develop project plans that sequence tasks, estimate timelines and record task responsibilities.
- Work independently and as part of a team.
- Set short-term and long-term goals; prioritising their available time and developing strategies for monitoring their progress towards goal achievement.
- Evaluate the credibility, accuracy, reliability and comprehensiveness of internet resources.
- Undertake a range of tasks and monitor, evaluate and refine their management strategies.
- Initiate and undertake some tasks independently, within negotiated timeframes.
- Apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information.
- Develop personal financial literacy skills and an understanding of the importance of being an informed consumer.

Learning Standards

- Mathematics
- Humanities- Geography
- Information and Communications Technology
- Personal Learning
- Thinking Processes
- English
- Economics

Assessment

Unit project and/or other assigned work

Art and Design: Be the Change

Description of Program

The Art & Design: Be the Change course immerses students in the realms of design, creativity, and technology. Through a dynamic array of activities and projects, students will investigate a range of mediums, techniques, and concepts. Engaging in collaborative endeavors as well as personal creations, students will craft a diverse portfolio reflecting a chosen theme or concept.

Students will plan and execute their artworks in response to their exploration of techniques, technologies, and processes observed in the works of other artists from different cultures and historical time periods. Students will develop a keen awareness of artworks and exhibitions spanning various cultures, eras, and locations, discerning how ideas resonate with diverse audiences.

Course Aims

Through hands-on exploration and experimentation, students will develop their design skills, nurture their creativity, and embrace technology as a tool for artistic expression. Encouraging critical thinking and inquiry-based learning, this course aims to enhance students' ability to analyse, interpret, and problem-solve within the context of art and design. Through collaborative projects and group activities, students will cultivate interpersonal skills, learn to communicate effectively, and develop empathy and respect for diverse perspectives.

Learning Standards

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

Assessment

Unit project and/or other assigned work





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