

Curriculum Handbook



Middle Years (7-9)



The background of the entire page is a photograph of a Breviary book resting on a brass lectern. The book is open to a page with gold-leaf lettering and a central cross. A purple ribbon is bookmarked in the book. The lectern is made of brass and has a decorative base. The background is a deep purple fabric.

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Our Vision and Mission

The Vision and Mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education.

The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times.

At the heart of our mission is a *diverse* learning community where *relationships* are grounded in Gospel values, individuals feel they *belong*, and all are encouraged to celebrate their personal *excellence*.

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A Message from the Principal

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Dear Students and Parents/Guardians,

Mount Carmel College offers a wide and balanced range of subjects both in the Middle Years and the Senior Years of the College. The aim in the Middle Years is to provide exposure to a comprehensive educational experience. At the senior level the scope and variety of subjects cater for individual differences and diverse vocational goals.

Mount Carmel College has an outstanding reputation as a learning community. Our Year 12 cohort consistently achieve 100% SACE completion rate. We have a strong and continuing tradition of academic excellence and exceptional pastoral care. At Mount Carmel College we are committed to guiding our students to learning which interests them, challenges their thinking and rewards their achievements.

After graduating from primary school, the Middle Years of schooling are an exciting phase of education. Students will experience a wider range of subjects and will have use of specialist equipment and facilities. Science laboratories, STEM (Science, Technology, Engineering and Mathematics) projects, wood technology, metal technology, food and fabric, music, drama and dance are just some of the exciting adventures ahead.

The Middle Years provide opportunities for students to learn and grow in ways that respect and acknowledge this critical phase of their lives. Whilst the core focus in our Middle Years is still firmly on literacy and numeracy, the Australian Curriculum offers a wide range of subjects. There is an academic focus on fundamental knowledge, skills and understanding and it is designed to

prepare students for the South Australian Certificate of Education (SACE) or a Vocational Education and Training (VET) pathway. At a time of exceptional physical, social and emotional growth, students are given opportunities to express their ideas and to follow the questions raised by their own intellectual curiosity.

The Home Group teachers act as mentors, monitoring the academic, emotional and social wellbeing of all students within the group. The Home Group teachers help with personal organisation and study techniques and provide clear behavioural expectations. Key teachers in Year 7 and Year 8 will teach your daughter or son for significant periods of time each week.

Year 7 students have a camp which provides an opportunity for students to get to know each other better as well as developing skills such as collaboration and team work.

Year 9 students encounter their first significant experience of subject choice.

Middle Years are a time for trying new subjects and experiences and learning where students' skills and strengths lie. It is a time for determining what they like and what they are good at. This knowledge will assist them in the senior years when much greater choice is permitted in the subjects they choose to study.

Enjoy the journey of discovery and growth that is the Middle Years of schooling.

John Konopka
Principal



Who is the Middle Years Learner at Mount Carmel College?

The development from young child to adolescent sees significant physiological, cognitive, emotional, social, moral and spiritual change, some of which is linear and predictable, as well as changes that are diffuse, non-sequential and unique to an individual. For every adolescent this developmental change occurs within a unique social, cultural and global environment, and so every young person's identity is simultaneously shaped by their emerging individuality enacted in their world and the context in which development takes place.

Research supports a phase of schooling dedicated to this distinct, significant and unique period of life, with all its complexity, challenge and possibility (ACER 2012). The concept of Middle Years involves both a **structural arrangement** – the incorporation of the final year of primary school into the lower years of secondary school – and a **philosophical approach** – the use of age-appropriate pedagogies and approaches in response to the identified needs of early adolescence (ACER 2012). At Mount Carmel we believe that the Middle Years learner possesses unique characteristics and attributes. At this critical time, they are growing their capacity to exercise their rights and responsibilities with greater independence, managing changing relationships and developing their ethical and spiritual beliefs as integral to their identities (ACER 2012).

Given the crucial time, learners' success and engagement in schooling is imperative, and this requires the need to provide these learners with educational opportunities and contexts that are meaningful, appropriate and responsive.

Middle Years Learning Principles at Mount Carmel

Distinct identity

Middle Years learners at Mount Carmel feel a sense of belonging, connectedness, security, safety and confidence in their school environment. They are encouraged and supported to build relationships with peers and staff, and to develop their own group identity within the wider school.

Quality teaching

Staff working with students in the Middle Years are skilled in supporting young adolescents through these crucial middle years of schooling. Educators provide relevant and challenging curriculum and pedagogical practices with a continued focus and an in-depth understanding of the concerns and social emotional learning of adolescents.

Student wellbeing

Our staff meet the social and emotional needs of Middle Years learners with a strong focus on relationships and pastoral care. Programs provide opportunities for faith development that enhances a life that has meaning, optimism, aspirations, hopes and plans for the future.

Parent, family and community involvement

We encourage parents and caregivers to stay connected with their child's learning when they enter the Middle Years, and maintain a partnership with the College to maximise educational success.

Leadership

Mount Carmel creates leadership roles in a variety of areas for students in the Middle Years which support them to develop their identity and sense of place and belonging in the school community.

The Australian Curriculum

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At Mount Carmel College, the Australian Curriculum has been implemented in the eight learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Business, Enterprise and Technology, Health and Physical Education, and Languages. Some learning areas include more than one subject.

In 2016, the SACE integrated the Australian Curriculum into Stage 1 English and Mathematics subjects. The Australian Curriculum for all learning areas is organised with explicit descriptions of what is to be taught (content) to students and what is expected in terms of the quality of learning expected by years or bands of schooling (achievement standards) from Foundation to Year 12. The available curriculum can be viewed at the Australian Curriculum website at www.australiancurriculum.edu.au.

The approach taken to organise the school curriculum by learning areas provides a foundation of learning in schools designed to ensure students develop the knowledge and understanding on which the major disciplines are based. However, 21st century learning does not fit neatly into a curriculum solely organised by learning areas. Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across subject-based content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world. Consequently, the Australian Curriculum focuses on the development of general capabilities in addition to discipline-based learning areas.

The Australian Curriculum has three key design features:

- The learning areas to identify key disciplinary knowledge, skills and understandings
- General capabilities
- Cross-curriculum priorities.

The **content descriptions** specify what teachers are expected to teach. They include the knowledge, understanding and skills for each learning area as students progress through schooling. The content descriptions provide a well-researched scope and sequence of teaching within which teachers determine how best to cater for individual students' learning needs and interests.

An achievement standard describes the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) typically expected of students as they progress through schooling.

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities (listed below) contribute to, and can be developed through teaching in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Inter-cultural understanding.

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Inclusion Support

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Mount Carmel College, in partnership with families and the wider community, provides support for students with a diverse range of educational needs. This includes those students who may require some extra assistance to access fully the broad curriculum on offer as well as those whose exceptional abilities are best able to realise their potential through extension and enrichment activities within, and additional to general curriculum studies. The College expects that all learners will achieve their full academic, personal and social potential by providing a myriad of opportunities for support and extension.

The Learning Enhancement program is founded on the belief that every student is unique and deserves to be part of an inclusive learning environment that nurtures the development of their individual potential. We are committed to providing relevant programs and support that caters for the needs of individual students at all stages and in all aspects of the curriculum.

At Mount Carmel College, we encourage contemporary, creative and flexible practices which provide opportunities for success and foster students' lifelong learning. We aim to identify the specific needs of all our students through a variety of methods including pre-entry transition meetings, internal observations and assessments. As a staff we take a multi-dimensional approach to identifying and meeting the needs of all students through incorporating some standardised assessment, liaison with parents and caregivers, Catholic Education South Australia (CESA) consultants and external providers including Psychologists, Speech Pathologists and Counsellors.

The Learning Enhancement Team works in close collaboration with the College Leadership Team including Learning Area Coordinators, Year Level Coordinators and College counsellors to ensure the best social, emotional and educational outcomes for our students. We also access the services of many valuable external support providers (e.g. Autism SA, Novita, GTCASA and Disabilities SA) in an effort to ensure positive outcomes and pathways for the diverse range of our students.

Teachers are assisted in meeting the individual needs of students by the Learning Enhancement Team through the provision of vital information regarding student needs and key strategies for making appropriate adjustments to curriculum where necessary. Staff are encouraged and supported in developing and implementing differentiated instruction and assessment across all curriculum areas.

Specific provision of extra Learning Enhancement support is made available through various means including:

- Case management and review processes
- Access to services of appropriate external agencies
- In-class support at all stages and across all curriculum areas where appropriate
- Some withdrawal for one-to-one support
- Some small group withdrawal for special instruction
- On-going tracking of student assignments as a focus for task completion
- Exploration of alternative pathways and guidance
- Student access to the Learning Enhancement Tutorial Room
- Language Enrichment classes at Year 8 in place of Italian or Japanese
- Implementation of Individual Education Plans
- Access to alternative resource materials
- Relevant use of ICT
- Negotiated and adjusted assessment tasks.



About the Mary MacKillop Centre

The Mary MacKillop Centre caters for full time students with a mild/moderate intellectual disability.

The aims of the Mary MacKillop Centre facility are to:

- include students in the educational and social setting of Mount Carmel College
- provide students with a wide variety of experiences and peer relationships
- assist students with an intellectual disability to use theoretical concepts learned in practical situations
- teach social skills and confidence to enhance social interaction in the community
- involve students in the local community
- assist students in acquiring skills related to independent living.

Middle Years Curriculum (Years 7, 8 and 9)

Students participate in a range of subjects within the MacKillop Centre and their Year level cohort. Students work towards individual goals established as a part of their Individual Education Plan.

Subjects students participate in the MacKillop Centre include:

- Literacy
- Numeracy
- Personal Development
- Health and Recreation
- Work Education.

Curriculum Overview

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Learning Area	Year 7	Year 8	Year 9
Religious Education	Religion	Religion	Religion
The Arts	Dance Visual and Media Arts	Music Drama	Visual Arts Dance Drama Music
Design, Technology & Engineering	Design and Technology Digital Technologies STEM Projects	Design and Technology Digital Technologies STEM Project	Design and Technology Digital Technologies
Cross-disciplinary Studies			Project-Based Learning Flexible Learning
English	English	English	English
Health and Physical Education	Physical Education Food and Fabric Technology Healthy Lifestyles	Physical Education Food and Fabric Technology Healthy Lifestyles	Physical Education Food and Fabric Technology Healthy Lifestyles
Humanities and Social Sciences	Geography History	Geography History	Geography History Business and Commerce
Languages	Italian Japanese Essential Literacy	Italian Japanese Essential Literacy	Italian Japanese
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science

Year 10

Year 11 - SACE Stage 1

Year 12 - SACE Stage 2

Spiritualities, Religion and Meaning - 20 Stage 1 Credits	Spiritualities, Religion and Meaning - 20 Stage 2 Credits OR Integrated Learning: Religion as a Lived Experience - 20 Stage 2 Credits	-
Visual Art Design Drama A and B Music A and B	Visual Arts - Art Visual Arts - Design Drama A and B Music Experience A and B Creative Arts A and B	Visual Arts - Art Visual Arts - Design Drama Music Performance - Ensemble Music Performance - Solo Music Explorations Creative Arts
Digital Technologies Photography Electronics Metal Technology Wood Technology	Photography - Digital Communication Solutions Electronics - Robotic & Electronic Systems Computer Aided Design (CAD) - Digital Communication Solutions Wood Technology A and B - Material Solutions Metal Technology A and B - Material Solutions	Photography - Digital Communication Solutions Computer Aided Design (CAD) - Digital Communication Solutions Wood Technology - Material Solutions Metal Technology - Industry & Entrepreneurial Solutions
Exploring Identities & Futures (EIF) - 10 Stage 1 Credits Flexible Learning Workplace Practices - Stage 1	Research Project Research Practices Community Studies Workplace Practices - Stage 1	Research Project Community Studies A and B Workplace Practices - Stage 2 Community Studies A Community Connections Industry Connections
English Creative Writing Media Studies	English Essential English English as an Additional Language (EAL)	English Literary Studies English EAL Studies
Physical Education A and B Fit to Lead Food and Hospitality	Physical Education A and B Child Studies Food and Hospitality	Physical Education Child Studies Food and Hospitality
Geography History Commerce and the Law	Geography Ancient Studies Modern History Legal Studies Accounting Business Innovation	Geography Modern History Legal Studies Accounting Business Innovation
Italian A and B Japanese A and B	Italian A and B Japanese A and B	Italian Japanese
Mathematics	Essential Mathematics (Maths for Everyday Life) Essential Mathematics A and B (Trade Maths) General Mathematics A and B Mathematics A, B, C and D	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science Engineering Science Science Applications	Biology A and B Chemistry A and B Physics A and B Psychology A & B Scientific Studies Nutrition	Biology Chemistry Physics Psychology Scientific Studies

Compulsory Subjects		One Semester	Full Year	Page
Religious Education	Religion		✓	14
The Arts	Dance	✓		14
	Visual and Media Arts	✓		15
Design, Technology and Engineering	Design and Technology	✓		15
	Digital Technologies	✓		16
Cross-disciplinary Studies	STEM Project	✓		16
English	English		✓	17
Health and Physical Education	Physical Education		✓	17
	Food and Fabric Technology	✓		18
	Healthy Lifestyles		✓	18
Humanities and Social Sciences	Geography	✓		20
	History	✓		20
Languages	Italian or Japanese or Essential Literacy		✓	21 22
Mathematics	Mathematics		✓	22
Science	Science		✓	23

Year 7 Timetable Structure

Year 7

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SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	4	Pastoral Care	2	Full Year
Religious Education	4	Religious Education	4	
English	5	English	5	
Mathematics	5	Mathematics	5	
Science	5	Science	5	
HASS	4	HASS	4	
Language *	3	Language *	3	
Physical Education	2	Physical Education	2	
Healthy Lifestyles	2	Healthy Lifestyles	2	
Digital Technologies	2	STEM Project	4	One Semester
Dance or Visual and Media Arts	2	Dance or Visual and Media Arts	2	
Food and Fabric Technology or Design and Technology	2	Food and Fabric Technology or Design and Technology	2	
TOTAL LESSONS	40	TOTAL LESSONS	40	

* Language Options:

- Italian
- Japanese
- Essential Literacy

Religion

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course aims to develop an understanding of the Christian concept of God and the person of Jesus, and to encourage each individual to consider how they might respond to Jesus.

Topics in this course include:

- Our understandings of God
- The life and work of Jesus
- St Mary of the Cross (Mary MacKillop)
- Care for Creation
- Celebrating Christmas

Attendance at the Year 7 Retreat is a compulsory and important part of this course.

Learning Strategies

Students will explore concepts individually and in groups in order to deepen their understanding of Catholic teachings and develop a personal response to God's call to love and serve others. They will make connections to their daily life and to their local communities and the wider world. They will develop research and critical analysis skills through an investigation of the history and culture of their school and the founder of the Sisters of St. Joseph. They will demonstrate their understanding using a variety of forms of communication.

Assessment

This course will be assessed through a range of ongoing opportunities to show evidence of learning and through formal assessment tasks covering research, reflection, and practical activities.

MCC Pathways

Course leads to [Year 8 Religion on page 26](#).

Dance

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Year 7 Dance is an introductory course to movement, expression and stage performance.

Learning Strategies

Students will begin to:

- identify and analyse the elements of dance
- learn choreographic devices and production elements in dances in different styles
- apply learned knowledge in dances they make and perform
- evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Assessment

Assessment tasks will include:

- ensemble work
- performance assessments
- theory worksheets and exercises.

MCC Pathways

Course leads to [Year 9 Dance on page 39](#).

Visual and Media Arts

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

The aim of the course is to build a solid foundation of the elements of art, and to link this with the work of art masters and contemporary artists through the analysis of their work and inspiration for practical projects.

Practical tasks will allow students to develop basic drawing and painting skills, and learn about colour theory and the elements of art. Students will explore the role of art in story telling using digital technology to create a stop motion animation piece.

Opportunities will be given for students to explore various media, including lead pencils, coloured pencils, pen, acrylic paint, as well as digital software to create a stop-motion animation.

Learning Strategies

- Demonstrations
- Whole class discussions
- Working with peers.

Assessment

- Visual Art diary
- Practical projects
- Analysis of artwork
- Development of skills during lessons
- Video animation.

MCC Pathways

Course leads to [Year 9 Visual Arts on page 38](#).

Design and Technology

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Students will complete a unit of study in material products, with a focus on wood and plastic technology. They spend all lessons in the fully equipped workshop facility creating a range of practical projects.

Learning Strategies

In this course, students will develop:

- An awareness of scientific principles and how they can be applied in a practical manner;
- Knowledge of materials, systems and information and how they can be used in practical applications;
- An awareness of issues which impact upon technology (eg environmental and social);
- An understanding of technology-based career options.

Students learn the fundamental principles of measurement, marking out and reading working drawings. They learn how to work with specific materials to create aesthetically pleasing practical outcomes. Students learn to design solutions to presented challenges, showcasing their critical and creative thinking process in a project-based learning task.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Year 8 Design and Technology on page 27](#).

Digital Technologies

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Students will cover a variety of topics including computer fundamentals, presentation graphics, computer hardware, software and online applications.

Learning Strategies

Students learn the fundamental principles of working with files and folders using specialist software for specific purposes, as well as Internet safety awareness.

Students complete a unit of Adobe Photoshop, where they learn to compose and manipulate images to create digitally pleasing practical outcomes.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Year 8 Digital Technologies on page 28](#).

STEM Project

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course has been designed to explicitly teach and develop the STEM skills of Problem Solving, Creative Thinking, Collaboration, Communication and Project Management.

Students will combine the skills and knowledge that they have gained in various aspects of the Science, Mathematics, Design and Technology and Digital Technologies subject areas to design a solution to a problem with a technological focus.

Learning Strategies

This course is based on the Project Based Learning philosophy in which students work in groups to develop a solution to a problem. The stages of the process include:

- Researching the problem and the possible solutions
- Justifying the choice of a solution to develop
- Design a project management chart to meet the set deadlines
- Develop a solution
- Communicate the solution
- Review the process.

Assessment

The following items will be used to assess the students' achievement during this project

- Project Planning Documents
- Weekly journal of achievements and issues
- Project presentation
- Project Review Document.

MCC Pathways

Course lead to [Year 8 STEM Project on page 28](#).

English

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students will share and study literary texts of various genres in this course. Students will study a minimum of one shared text per term and will be encouraged to pursue their own personal reading interests throughout the year. Students will formally study poetry, film and prose, and will respond to these texts in analytical and creative ways. Students will also learn about and practise writing for a variety of purposes, in both formal and informal ways.

Learning Strategies

Students will:

- participate in reading and reflecting on shared novels, films and poetry;
- examine texts and comment on connections between them while looking at how texts have been constructed; and
- obtain, organise and present information on a variety of topics.

Assessment

Assessment will include:

- Responses to texts
- Writing in a range of forms
- Oral presentations
- Formal and polished writing.

MCC Pathways

Course leads to [Year 8 English on page 29](#).

Physical Education

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students are introduced to a range of sports and practical concepts. Students are given the opportunity to develop skills in a controlled environment and to work cooperatively with each other in group situations to attain goals that they have chosen for themselves.

The Physical Education curriculum is delivered under the following game categories where the focus is on the development of transferable and sport specific skills.

- Invasion Games (Basketball, Netball, Soccer, Hockey etc)
- Wall/Net Games (Badminton, Table Tennis, Volleyball, etc)
- Striking and Fielding Games (Baseball, Softball, Cricket etc)
- Target Games (Golf, Bocce, Croquet etc).

A focus will be also on the development of functional movement and fitness that is essential to not only sports but to living and moving effectively in life.

Learning Strategies

- Practical Activities
- Individual, Pair and group work
- Reflection and evaluation
- Student-centred learning.

Assessment

Assessment will be based on:

- Practical Performance
- Skills performance checklists
- Attitude, organisation and participation
- Personal development toward individual goals.

MCC Pathways

Course leads to [Year 8 Physical Education on page 29](#).

Food and Fabric Technology

Length of course

One Semester

Compulsory or Elective

Compulsory

Course Description

This program provides an opportunity for students to gain knowledge and experience in the areas of food and textiles. Students are introduced to basic cooking and sewing. Students learn about safety and hygiene in the kitchen, and how to read and follow recipes. Emphasis is placed on technological advances and contemporary issues.

Topics include:

- Introduction to safe use of machines and equipment in textiles and kitchen
- Introduction to kitchen hygiene
- Correct use of measuring equipment
- Guide to healthy eating
- Learning to read and use recipes
- Using equipment correctly to complete a product in sewing.

Learning Strategies

- Individual and group practical work.
- Participating in class discussions.
- Observing teacher demonstrations for clarification of techniques.
- Viewing instructional videos.

Assessment

Assessment will include:

- Individual or group presentation of practical work
- Written assessment based on practical skills.

MCC Pathways

Course leads to [Year 8 Food and Fabric Technology on page 31](#).

Healthy Lifestyles

Length of Course

Full Year (two lessons per week)

Compulsory or Elective

Compulsory

Course Description

Students will explore the following themes:

- Concepts of resilience, mental health and wellbeing
- Self confidence and approaches to bullying
- Child protection and staying safe
- Managing relationships and adolescence
- Drug and alcohol education
- Implementation of healthy and active habits
- Role of physical activity.

Learning Strategies

Students will explore a variety of written, visual and audio-visual materials, and engage in a range of activities including discussion and group work. They will develop community building skills such as listening, participating, and supporting their peers. They will critically analyse possible actions for a variety of scenarios to develop an understanding of the impact of their choices on themselves and others. They will identify strategies for making safe choices.

Assessment

Students are assessed on their participation in class activities and assignment work. Part of their assessment will involve working collaboratively in a group setting.

MCC Pathways

Course leads to [Year 8 Healthy Lifestyles on page 31](#).



Geography

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

There are two units of study in Year 7: Water in the world and Place and liveability.

Water in the world focuses on water as an example of a renewable environmental resource. Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives.

Learning Strategies

- Practical Fieldwork, use of the community and local environment
- Reading, comprehension, analysis and synthesis of information
- Use of ICT: word processing, Power Point, interactive whiteboard
- Oral presentations, debating, role playing and interviewing
- Group work, problem solving and class small group discussions
- Written activities including answering text questions, essays, story writing, noting, summarising
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics
- Examination of primary and secondary sources
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine a students learning according to the strands of the specific topic. In Geography, these strands are Knowledge and Understanding and Geographical Inquiry and Skills.

MCC Pathways

Course leads to [Year 8 Geography on page 32](#).

History

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

The ancient world: The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period.

The depth studies for this year level include: The Mediterranean World one of the following depth study options to be studied: Egypt, Greece and Rome. The Asian World one of the following depth study options to be studied: India or China.

Learning Strategies

- Practical Fieldwork, use of the community and local environment
- Reading, comprehension, analysis and synthesis of information
- Use of ICT: word processing, Power Point, interactive whiteboard
- Oral presentations, debating, role playing and interviewing
- Group work, problem solving and class small group discussions
- Written activities including answering text questions, essays, story writing, noting, summarising
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics
- Examination of primary and secondary sources
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine a students learning according to the strands of the specific topic. In History, these strands are Knowledge and Understanding and History Skills

MCC Pathways

Course leads to [Year 8 History on page 32](#).

Italian

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students participate in a range of activities, which will assist them in developing their language skills in order to perform the following functions:

- Establish and maintain relationships and discuss topics of interest
- Participate in social interaction
- Obtain information from written and spoken sources in Italian and English
- Give information in written and spoken form in Italian and English
- Respond to creative texts (songs, visual clips, etc)
- Create texts (role-plays, posters, electronic presentations, etc).

Learning Strategies

The course is divided into a series of units based on a theme. A range of activities will be offered in each unit such as opportunities to experience cultural aspects of the language, participate in excursions and also practice spoken and written language skills. Grammar and vocabulary will be taught as an integral part of each unit. Some of the themes which will be covered include:

- Introducing yourself
- School life
- Me and my friends
- My family and home
- The regions of Italy.

Assessment

- Participation in class activities.
- Completion of assessment tasks.
- Tests (oral and/or written) based on each unit studied.

MCC Pathways

Course leads to [Year 8 Italian on page 33](#).

Japanese

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students engage in a series of structured learning opportunities, underpinned by the ACARA General Capabilities. In particular, the course content enables students to actively explore, develop and reflect upon their Intercultural Understanding and Personal and Social Capabilities. Students develop language skills in order to:

- Understand the nature and role of the Japanese scripts, with a focus on reading and writing Hiragana, and simple Kanji, using correct stroke order.
- Establish and maintain relationships in Japanese, exchanging greetings and information about their personal and social worlds.
- Understand how to use and adjust gestures and expressions appropriate for a range of social situations.
- Understand information in written, spoken and multimodal Japanese and English texts.
- Create a range of texts in Japanese to convey information in both written and oral mode.
- Explain how language and behaviour change according to participants, context and relationship.
- Understand that languages and culture change over time.

Learning Strategies

The teaching and learning activities are structured to acknowledge and consider the pre-existing knowledge, language and cultural backgrounds of the Year 7 learners. The course is divided into a series of units, based on a theme. Learning opportunities recognise the range of learning styles and needs of the students, the importance of collaborative learning and include activities aimed at students experiencing cultural aspects of the Japanese language and culture. Grammar, vocabulary and Japanese writing systems are taught as an integral part of each unit. Some of the themes which will be covered include:

- Introducing myself and others
- Eating Out
- My friends
- My family
- My Town
- My Week.

Assessment

- Participation in class activities.
- Completion of assessment tasks.
- Reflection of learning discussions.

MCC Pathways

Course leads to [Year 8 Japanese on page 33](#).

Essential Literacy

Length of Course

Full Year

Compulsory or Elective

Students with specific learning needs will be counselled into this course.

Goals

Students will be provided with opportunities to engage in an intensive literacy intervention program which is designed to meet the individual student needs in the development of their literacy needs.

Goals - Year 7 & 8

- Introduction of key capabilities from the CESA Living, Learning and Leading Framework
- Introduction of some key areas from the SACE Language and Culture Modified Outline
- Students to engage in an intensive intervention reading program to develop comprehension and critical literacy skills
- Students to enhance their reading, writing, speaking and listening skills while developing a personal cultural identity context

Learning Activities

Semester 1 – Language and Reading Development

- Get to know games and activities
- Introduction of online reading program
- Sentence and Noun progression
- Text type progression (word-sentence-paragraph)
- Tiered Vocabulary Progression
- Critical literacy activities
-

Semester 2 – Understanding My Cultural Identity

- Understanding Culture and Diversity
- Who Am I? What is my cultural background?
- Interview with someone with a cultural background which is like mine? Different to me?
- An aspect of my cultural background – food and leisure.

Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the requirements of the Australian Curriculum. The Australian Curriculum – Mathematics is organised into the three strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The course is also divided into the following proficiency strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning.

Learning Strategies

A multimodal approach is employed to cater for a range of learning styles. Where appropriate, students use an inquiry approach in which they can undertake activities to investigate the concepts being covered. This is combined with note taking, group discussion and practice questions from the textbook and other sources. The use of technology has been incorporated into this course.

Assessment

Students will be assessed against the Australian Curriculum Year 7 Achievement Standard. Each topic will be assessed through a combination of folios, projects-based learning, assignments and tests.

MCC Pathways

Course leads to [Year 8 Mathematics on page 34](#).

Science

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the requirements of the Australian Curriculum. The Australian Curriculum – Science is organised into the three strands of:

- Science Understanding
- Science as a Human Endeavour (SHE) – Nature and development of science, and use and influence of science
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing modelling and analysing, and Evaluating.

These strands are taught together within topics that cover the following areas:

- Biological Sciences – Classification and Food Webs
- Chemical Sciences – Particle Theory.
- Earth and Space Sciences – Cyclic changes to the position of the Earth.
- Physical Sciences – Balance and Unbalance Forces.

Learning Strategies

The Australian Curriculum - Science is based on an inquiry approach to science education. Where possible, students develop and use a range of skills to investigate science phenomena. Students learn through practical investigations, research tasks, class activities and textbook activities. A range of multimedia resources have been incorporated within the curriculum.

Assessment

Students will be assessed against the Australian Curriculum Year 7 Achievement Standard. Each topic will be assessed by a combination of group and individual practical reports, designer practicals SHE tasks.

MCC Pathways

Course leads to [Year 8 Science on page 35](#).



Compulsory Subjects		One Semester	Full Year	Page
Religious Education	Religion		✓	26
The Arts	Drama	✓		26
	Music	✓		27
Design, Technology and Engineering	Design and Technology	✓		27
	Digital Technologies	✓		28
Cross-disciplinary Studies	STEM Project	✓		28
English	English		✓	29
Health and Physical Education	Physical Education		✓	29
	Food and Fabric Technology	✓		31
	Healthy Lifestyles		✓	31
Humanities and Social Sciences	Geography	✓		32
	History	✓		32
Languages	Italian or Japanese or Essential Literacy		✓	33 34
Mathematics	Mathematics		✓	34
Science	Science		✓	35

Year 8 Timetable Structure

Year 8

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[YEAR 7](#)
[YEAR 8](#)
[YEAR 9](#)

SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	2	Pastoral Care	2	Full Year
Religious Education	4	Religious Education	4	
English	5	English	6	
Mathematics	5	Mathematics	6	
Science	5	Science	5	
HASS	4	HASS	4	
Language *	3	Language *	3	
Physical Education	2	Physical Education	2	
Healthy Lifestyles	2	Healthy Lifestyles	2	
STEM Project	4	Digital Technologies	2	One Semester
Drama	2	Drama	2	
Design and Technology or Food and Fabric Technology	2	Design and Technology or Food and Fabric Technology	2	
TOTAL LESSONS	40	TOTAL LESSONS	40	

* Language Options:

- Italian
- Japanese
- Essential Literacy

Please note that students must undertake the same language they chose in Year 7 at Mount Carmel College.

Religion

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course aims to develop an understanding of the three persons of the Holy Trinity, and to encourage each individual to develop a personal relationship with God and reflect on what this requires of them.

Topics in this course include:

- Biblical Truth
- Images of God, Jesus, and the Holy Spirit
- Living as a disciple of Jesus
- Building a prayerful relationship with God
- The real message of Christmas.

Attendance at the Year 8 Retreat is a compulsory and an important part of this course.

Learning Strategies

Students will explore concepts individually and in groups in order to deepen their understanding of Catholic teachings and develop a personal response to God's call to love and serve others. They will develop critical thinking through an exploration of what it means to be a disciple of Jesus. They will develop research skills through investigating and analysing secular and christian attitudes to Christmas. They will demonstrate their understanding using a variety and forms of communication.

Assessment

This course will be assessed through a range of ongoing opportunities to show evidence of learning and through formal assessment tasks covering research, reflection, and practical activities.

MCC Pathways

Course leads to [Year 9 Religion on page 38](#).

Drama

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Year 8 Drama is an introductory course to dramatic performance skills

Learning Strategies

- collaborate to devise, interpret and perform drama
- manipulate the elements of drama, narrative and structure to control and communicate meaning
- apply different performance styles and conventions to convey status, relationships and intentions
- use performance skills and design elements to shape and focus theatrical effect for an audience
- basic understanding of the Ancient origins of Theatre
- a basic study of Shakespearean language and stage combat
- a focus on Aboriginal and Torres Strait Island traditional storytelling.

Assessment

Assessment tasks will include:

- Ensemble Tasks
- Performance Assessments
- Folio reflections.

MCC Pathways

Course leads to [Year 9 Drama on page 39](#).

Music

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course is an introduction to music with a focus on playing musical instruments. Students will also learn to read basic notation, develop their aural capabilities and develop creativity through composition.

This course aims to develop students' confidence and understanding of self, while developing their creativity.

Learning Strategies

Time is divided between:

- learning core skills on piano, guitar and drums;
- rehearsing and presenting performances;
- developing an understanding of music notation and aural skills; and
- experimenting with technology.

Assessment

Assessment tasks will include:

- Performance Assessments (individual/group)
- Recording Project
- Theory worksheets, tests and aural exercises.

MCC Pathways

Course leads to [Year 9 Music on page 40](#).

Design and Technology

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Students complete a unit of study in material products, with a focus on wood, plastic and metal technology. They spend all lessons in the fully equipped workshop facility creating a range of practical projects.

Learning Strategies

In this course, students will develop:

- an awareness of scientific principles and how they can be applied in a practical manner;
- knowledge of materials, systems and information and how they can be used in practical applications;
- an awareness of issues which impact upon technology (e.g. environmental and social); and
- an understanding of technology-based career options.

Students learn the fundamental principles of measurement, marking out and reading working drawings. They learn to work with specific materials to create aesthetically pleasing practical outcomes.

Assessment

Students are assessed on the quality of their planning and production skills and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Year 9 Design and Technology on page 40](#).

Digital Technologies

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Students cover a variety of topics including Social and Ethical Practice, MS Excel Spreadsheets, Multimedia and Laser Cutting.

Learning Strategies

Students will study Social and Ethical online practice in depth as part of Internet safety and awareness.

Students will develop spreadsheets for specific purpose, including the creation of formulae to generate specific outcomes. They will also focus on multimedia presentation software such as MS Powerpoint, creating effective and exciting presentations.

Students will utilise Lightburn software to successfully design and plan Laser Cut Outcomes.

Classes are held in either the fully equipped and dedicated computer suites or in classes with student laptops.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Year 9 Digital Technologies on page 41](#).

STEM Project

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course has been designed to explicitly teach and develop the STEM skills of Problem Solving, Creative Thinking, Collaboration, Communication and Project Management.

Students will combine the skills and knowledge that they have gained in various aspects of the Science, Mathematics, Design and Technology and Digital Technologies subject areas to design a solution to a problem with a technological focus.

Learning Strategies

This course is based on the Project Based Learning philosophy in which students work in groups to develop a solution to a problem. The stages of the process include:

- Researching the problem and the possible solutions
- Justifying the choice of a solution to develop
- Design a project management chart to meet the set deadlines
- Develop a solution
- Communicate the solution
- Review the process.

Assessment

The following items will be used to assess the students' achievement during this project

- Project Planning Documents
- Weekly journal of achievements and issues
- Project presentation
- Project Review Document.

MCC Pathways

Course leads to [Year 9 Project-Based Learning on page 41](#) and [Year 10 Engineering Science on page 39](#) - Curriculum Handbook (Senior).

English

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

The sharing and study of literary texts of various genres is at the core of this course. Students study a minimum of one shared text per term. A study of poetry, with a focus on Australian poetry, is compulsory. In addition, a study of the novel *Once* is also compulsory. This novel deals with complex themes that relate to human rights and dignity, the power dynamics in relationships, recognising and dealing with abuse and the importance of keeping one's self safe.

Learning Strategies

Students will:

- participate in reading and reflecting on shared novels, plays and poetry;
- examine texts and comment on connections between them while looking at how texts have been constructed; and
- obtain, organise and present information on a variety of topics.

Assessment

Assessment will include:

- Responses to texts
- Writing in a range of forms
- Oral presentations
- Formal and polished writing.

MCC Pathways

Course leads to [Year 9 English on page 42](#).

Physical Education

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students continue to build upon the practical concepts of Year 7. Students are given the opportunity to develop skills in a controlled environment and to work cooperatively with each other in group situations to attain goals that they have chosen for themselves.

The Physical Education curriculum is delivered under the following game categories where the focus is on the development of transferable and sport specific skills.

- Invasion Games (Basketball, Netball, Soccer, Hockey etc)
- Wall/Net Games (Badminton, Table Tennis, Volleyball etc)
- Striking and Fielding Games (Baseball, Softball, Cricket etc)
- Target Games (Golf, Bocce, Croquet etc).

A focus will be also on the development of functional movement and fitness that is essential to not only sports but to living and moving effectively in life.

Learning Strategies

- Practical Activities
- Individual, pair and group work
- Reflection and evaluation
- Student-centred learning.

Assessment

Assessment will be based on:

- Practical Performance
- Skills performance checklists
- Attitude, organisation and participation
- Personal development toward individual goals.

MCC Pathways

Course leads to [Year 9 Physical Education on page 43](#).

CONTENTS

YEAR 7

YEAR 8

YEAR 9

Year 8



Food and Fabric Technology

Length of course

One Semester

Compulsory or Elective

Compulsory

Course Description

This program provides an opportunity for students to gain knowledge and experience in the areas of food and textiles. Students are introduced to basic cooking and sewing. Students learn about safety and hygiene in the kitchen, and how to read and follow recipes. Emphasis is placed on technological advances and contemporary issues.

Topics include:

- Safe use of machines and equipment
- Kitchen hygiene and safety
- Measuring equipment
- Guide to healthy eating.

Learning Strategies

- Individual and group practical work
- Participating in class discussions
- Observing teacher demonstrations for clarification of techniques
- Viewing instructional videos.

Assessment

Assessment will include:

- Individual or group presentation of practical work
- Written assessment based on practical skills.

MCC Pathways

Course leads to [Year 9 Food and Fabric Technology on page 43](#).

Healthy Lifestyles

Length of Course

Full Year (two lessons per week)

Compulsory or Elective

Compulsory

Course Description

Students will further explore the following themes:

- Benefits of Physical Activity
- Nutrition
- Implementation of healthy and active habits
- Drug and alcohol education
- Concepts of resilience, mental health and wellbeing
- Self-confidence and approaches to bullying
- Child protection and staying safe
- Managing relationships and adolescence.

Learning Strategies

Students will explore a variety of written, visual and audio-visual materials, and engage in a range of activities including discussion and group work. They will develop community building skills such as listening, participating, and supporting their peers. They will deepen their understanding gained in Year 8 Healthy Lifestyles through critically analysing possible actions for a variety of scenarios to develop strategies to best care for themselves and others.

Assessment

Students are assessed on their participation in class activities and assignment work. Part of their assessment will involve working collaboratively in a group setting.

MCC Pathways

Course leads to [Year 9 Healthy Lifestyles on page 44](#).

Geography

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course focuses on the nature of landscapes, processes and factors which shape them physically, as well as people's use of them.

An Economics and Business unit, providing students with the opportunity to develop an understanding of the role of government in the market, is also mandated in this course.

Learning Strategies

- Practical fieldwork, use of the community and local environment.
- Reading, comprehension, analysis and synthesis of information.
- Use of ICT: word processing, PowerPoint and interactive whiteboard.
- Oral presentations, debating, role playing and interviewing.
- Group work, problem solving and class small group discussions.
- Written activities including answering text questions, essays, story writing, noting, summarising.
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics.
- Examination of primary and secondary sources.
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine students' learning according to the strands of the specific topic. In Geography, these strands are Knowledge and Understanding, and Geographical Inquiry and Skills.

MCC Pathways

Course leads to [Year 9 Geography on page 44](#).

History

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course provides a study of history from the end of the ancient period to the beginning of the modern world (650AD - 1750AD).

A Civics and Citizenship unit using inquiry processes to explain how the Australian Constitution affects human rights issues and the development of a multicultural society is included in this course.

Learning Strategies

- Practical fieldwork, use of the community and local environment.
- Reading, comprehension, analysis and synthesis of information.
- Use of ICT.
- Oral presentations, debating, role playing and interviewing.
- Group work, problem solving and class small group discussions.
- Written activities including answering text questions, essays, story writing, noting, summarising.
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics.
- Examination of primary and secondary sources.
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine students' learning according to the strands of the specific topic. In History, these strands are Knowledge and Understanding, and History Skills.

MCC Pathways

Course leads to [Year 9 History on page 46](#).

Italian

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students participate in a range of activities, which will assist them in developing their language skills in order to perform the following functions:

- Establish and maintain relationships and discuss topics of interest
- Participate in social interaction
- Obtain information from written and spoken sources in Italian and English
- Give information in written and spoken form in Italian and English
- Respond to creative texts (songs, visual clips, etc)
- Create texts (role-plays, posters, electronic presentations, etc).

Learning Strategies

The course is divided into a series of units based on a theme. A range of activities will be offered in each unit such as opportunities to experience cultural aspects of the language, participate in excursions and also practice spoken and written language skills. Grammar and vocabulary will be taught as an integral part of each unit. Some of the themes which will be covered include:

- Where am I from?
- Celebrations
- Eating well
- Shopping Italian Style.

Assessment

- Participation in class activities.
- Completion of assessment tasks.
- Tests (oral and/or written) based on each unit studied.

MCC Pathways

Course leads to [Year 9 Italian on page 47](#).

Japanese

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

- Students engage in a series of structured learning opportunities, underpinned by the ACARA General Capabilities. In particular, the course content enables students to actively explore, develop and reflect upon their Intercultural Understanding, Personal and Social, and Critical and Creative Thinking Capabilities. Students develop language skills in order to:
- Build their understanding of the nature and role of the Japanese scripts, with a focus on reading and writing Hiragana, Katakana and Kanji, using correct stroke order.
- Establish and maintain relationships in Japanese, exchanging greetings and information about their personal and social worlds.
- Understand how to use and adjust gestures and expressions appropriate for a range of social situations.
- Understand information in written, spoken and multimodal Japanese and English texts.
- Create a range of texts in Japanese to convey information in both written and oral mode.
- Explain how language and behaviour change according to participants, context and relationship.
- Understand that languages and culture change over time.

Learning Strategies

The teaching and learning activities are structured to acknowledge the language and cultural backgrounds of the Year 8 learners, as well as build upon their previous Japanese language learning. The course is divided into a series of units, based on a theme. Learning opportunities recognise the range of learning styles and needs of the students, the importance of collaborative learning and include activities aimed at students experiencing cultural aspects of the Japanese language and culture. Grammar, vocabulary and Japanese writing systems are taught as an integral part of each unit. Some of the themes which will be covered include:

- My Daily Routine
- School Life
- Seasons and School Events
- My Hobbies
- Anime and Manga
- Festivals and Celebrations.

Assessment

- Participation in class activities.
- Completion of assessment tasks.
- Reflection of learning discussions.

MCC Pathways

Course leads to [Year 9 Japanese on page 47](#).

Essential Literacy

Length of Course

Full Year

Compulsory or Elective

Students with specific learning needs will be counselled into this course.

Course Description

Students will be provided with opportunities to engage in an intensive literacy intervention program which is designed to meet the individual student needs in the development of their literacy needs.

Learning Strategies (Goals - Year 7 & 8)

- Introduction of key capabilities from the CESA Living, Learning and Leading Framework
- Introduction of some key areas from the SACE Language and Culture Modified Outline
- Students to engage in an intensive intervention reading program to develop comprehension and critical literacy skills
- Students to enhance their reading, writing, speaking and listening skills while developing a personal cultural identity context

Learning Activities

Semester 1 – Language and Reading Development

- Get to know games and activities
- Introduction of online reading program
- Sentence and Noun progression
- Text type progression (word-sentence-paragraph)
- Tiered Vocabulary Progression
- Critical literacy activities
-

Semester 2 – Understanding My Cultural Identity

- Understanding Culture and Diversity
- Who Am I? What is my cultural background?
- Interview with someone with a cultural background which is like mine? Different to me?
- An aspect of my cultural background – food and leisure.

Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description This course has been designed to meet the requirements of the Australian Curriculum. The Australian Curriculum – Mathematics is organised into the three strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The course is also divided into the following proficiency strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning.

Learning Strategies

A multimodal approach is employed to cater for a range of learning styles. Where appropriate, students use an inquiry approach in which they can undertake activities to investigate the concepts being covered. This is combined with note taking, group discussion and practice questions from the textbook and other sources. The use of technology has been incorporated into this course.

Assessment

Students will be assessed against the Australian Curriculum Year 8 Achievement Standard. Each topic will be assessed through a combination of folios, project-based learning, assignments and tests.

MCC Pathways

Course leads to [Year 9 Mathematics on page 48](#) or [Year 9 Essential Mathematics on page 48](#).

Science

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the requirements of the Australian Curriculum. The Australian Curriculum – Science is organised into the three strands of:

- Science Understanding
- Science as a Human Endeavour (SHE) – Nature and development of science, and use and influence of science
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing modelling and analysing, and Evaluating.

These strands are taught together within topics that cover the following areas:

- Biological Sciences – Structure and Functions of Cells and Body Systems
- Chemical Sciences – Matter as Elements, Compounds and Mixtures
- Earth and Space Sciences – Geological features and the theory of plate tectonics
- Physical Sciences – Energy Types.

Learning Strategies

The Australian Curriculum - Science is based on an inquiry approach to science education. Where possible, students develop and use a range of skills to investigate science phenomena. Students learn through practical investigations, research tasks, class activities and textbook activities. A range of multimedia resources have been incorporated within the curriculum.

Assessment

Students will be assessed against the Australian Curriculum Year 8 Achievement Standard. Each topic will be assessed by a combination of group and individual practical reports, designer practicals SHE tasks.

MCC Pathways

Course leads to [Year 9 Science on page 49](#).



Compulsory Subjects		One Semester	Full Year	Page
Religious Education	Religion		✓	38
Cross-disciplinary Studies	Project-Based Learning		✓	41
English	English		✓	42
Health and Physical Education	Physical Education		✓	43
	Healthy Lifestyles	✓		44
Humanities and Social Sciences	History	✓		46
Mathematics	Mathematics		✓	48
	Essential Mathematics		✓	48
Science	Science		✓	49

Elective Subjects

The Arts	Visual Arts	✓		38
	Dance	✓		39
	Drama	✓		39
	Music	✓		40
Design, Technology and Engineering	Design and Technology	✓		40
	Digital Technologies	✓		41
Cross-disciplinary Studies	Flexible Learning	✓	✓	42
Health and Physical Education	Food and Fabric Technology	✓		43
Humanities and Social Sciences	Geography	✓		44
	Business and Commerce	✓		46
Languages	Italian or Japanese		✓	47

SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	2	Pastoral Care	2	Full Year
Religious Education	4	Religious Education	4	
English	6	English	6	
Mathematics	6	Mathematics	6	
Science	5	Science	5	
Physical Education	2	Physical Education	2	
Project-Based Learning	2	Project-Based Learning	2	
History	4	Healthy Lifestyles	4	One Semester
Elective 1	3	Elective 4	3	
Elective 2	3	Elective 5	3	
Elective 3	3	Elective 6	3	
TOTAL LESSONS	40	TOTAL LESSONS	40	

Elective Subjects

- Choose **six Electives**, at least **one from each group and no more than three from any one group**.
- * Italian A and B must be studied together. Japanese A and B must be studied together.
- # Only applicable to current Year 8 Language Enrichment students.

GROUP A SUBJECTS: Technologies	GROUP B SUBJECTS: Arts	GROUP C SUBJECTS: Humanities & Languages
Design and Technology	Dance	Commerce and the Law
Digital Technologies	Drama	Geography
Food and Fabric Technology	Music	Italian A *
	Visual Arts	Italian B *
		Japanese A *
		Japanese B *
		Flexible Learning #

Religion

Visual Arts

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course aims to develop an understanding of community, including decision making and celebrations, and to encourage each individual to reflect on their how faith fosters positive engagement in communities.

Topics in this course include:

- Church as Community
- Conscience and Decision Making
- The Reformations
- Introduction to World Religions
- Celebrating the Faith of the Community.

Attendance at the Year 9 Retreat is a compulsory and important part of this course.

Learning Strategies

Students will explore the concept of community and the responsibilities of the individual within a community, building on their own experiences and using a range of Biblical texts. They will develop critical thinking through the exploration of moral decision making in the context of their daily lives and of wider society. They will apply their learning to an investigation of changes in the church during the Reformations. The students will have an opportunity to explore a religious question of their choice relating to different religious beliefs. They will consider how to celebrate and share their faith.

Assessment

This course will be assessed through a range of ongoing opportunities to show evidence of learning and through formal assessment tasks covering research, reflection, and practical activities.

MCC Pathways

Course leads to **Year 10 Religion (Semester 1) on page 26** - *Senior Curriculum Handbook 2022*.

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

The aim of this course is to extend on the foundation skills built within Year 8 Visual Arts and introduce students to the disciplines of drawing and print making.

Students will develop their skills in the foundations of drawing, along with learning about various cultural aspects of art through a hands-on unit in lino printing.

Learning Strategies

- Demonstrations
- Class discussions.

Working with peers.

Assessment

- Visual Art diary and booklets
- Practical projects
- Analysis of artwork
- Development of skills during lessons.

MCC Pathways

Course leads to **Year 10 Visual Art on page 24** - *Senior Curriculum Handbook 2022*.

Dance

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Year 9 Dance is an introductory course to stage performance.

Learning Strategies

- build on their awareness of the body and how it is used in particular dance styles
- extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions
- extend the combinations of fundamental movement skills to include dance style-specific movement skills
- extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection
- draw on dances from a range of cultures, times and locations as they experience dance
- explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- learn about sustainability through the arts and sustainability of practices in the arts
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- understand that safe dance practices underlie all experiences in the study of dance
- perform within their own body capabilities and work safely in groups.

Assessment

Assessment tasks will include:

- Ensemble Tasks
- Performance Assessments
- Theory Worksheets and Exercise.

MCC Pathways

Course leads to **Stage 1 Creative Arts** **Stage 1 Creative Arts A and B on page 51** - *Senior Curriculum Handbook 2022*.

Drama

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Year 9 Drama is an introductory course to stage performance.

Learning Strategies

Time is divided between:

- group exercises and preliminary ensemble activities;
 - Improvisation skills
 - Exploration in the elements of Drama
- creating and performing short performances;
- exploring technical aspects of the theatre (lights, audio, costumes and sets);
- Theatre History Research Task with a focus on Greek theatre; and
- extended group performance.

Assessment

Assessment tasks will include:

- Reflective Journal
- Skill Development Folio
- Small Group Performance
- Large Group Performance.

MCC Pathways

Course leads to **Year 10 Drama A and B on page 25** - *Senior Curriculum Handbook 2022*.

Music

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Year 9 Music builds on the skills gained in Year 8 Music and continues to focus on developing students as performers. The course will allow students to develop core skills on a chosen instrument or voice, and apply them in a group/ band setting.

Students will also develop theoretical and aural understanding, as well as experimenting with composition and improvisation.

Learning Strategies

Time is divided between:

- rehearsing and presenting musical performances;
- listening to and analysing music;
- music technology project; and
- development of theory/aural skills.

Assessment

Assessment tasks will include:

- Group performance
- Theory worksheets, tests and aural exercises
- Group recording task
- Research task and oral presentation.

MCC Pathways

Course leads to **Year 10 Music A and B on page 25** - *Senior Curriculum Handbook 2022*.

Design and Technology

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students complete a unit of study in material products, with a focus on wood, metal and electronic technology.

Learning Strategies

Students will develop:

- an awareness of scientific principles and how they can be applied in a practical manner;
- knowledge of materials, systems and information and how they can be used in practical applications;
- an awareness of issues which impact upon technology (e.g. environmental and social); and
- an understanding of technology-based career options.

Students learn the fundamental principles of measurement, marking out and reading working drawings. They learn to work with specific materials to create aesthetically pleasing practical outcomes.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to **Year 10 Electronics on page 27** - *Senior Curriculum Handbook 2022*, **Year 10 Metal Technology on page 27** - *Senior Curriculum Handbook 2022* and **Year 10 Wood Technology on page 28** - *Senior Curriculum Handbook 2022*, **Year 10 Photography on page 26** - *Senior Curriculum Handbook 2022*.

Digital Technologies

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will cover a variety of topics including advanced computer fundamentals, Lightburn Laser Cutting, sound recording and editing, and Podcasting.

Students will complete a design task which involves them developing and creating their own Laser Cut themed edition of the famed Monopoly boardgame.

Students will also complete a unit on Radio Podcasting, where they will learn the planning skills and fundamental requirements of creating a successful Podcast. They will work in groups to create a topic of their interest, before recording their Podcast in a professional studio setting. Students will utilize Adobe Audition software to edit the recording, before uploading live to Spotify. This program will run in conjunction with Arch D Radio.

Learning Strategies

All classes are held in the fully equipped and dedicated computer suites, and cater for individual learning needs in a number of ways, such as:

- teacher-centred instructions;
- self-paced lessons using interactive software;
- research tasks;
- discussions; and
- practical and written work.

Assessment

Students are assessed on the quality of their planning and production skills.

MCC Pathways

Course leads to **Year 10 Digital Technologies on page 26** - *Senior Curriculum Handbook 2022* and **Year 10 Photography on page 26** - *Senior Curriculum Handbook 2022*.

Project-Based Learning

Length of Course

Full Year (two 40 minute lessons per week)

Compulsory or Elective

Compulsory

Course Description

All Year 9 students will participate in a research presentation that incorporates the Australian Curriculum capabilities.

Project Based Learning is an important part of the Year 9 program, giving students the opportunity to research an area of interest to demonstrate their learning within capabilities (Literacy, Numeracy, ICT, Personal and Social Development, Inter-cultural Understanding, Critical and Creative Thinking, and Ethical Understanding).

Students will have the opportunity and freedom to learn about something they have a genuine interest in, as well as present their findings in a creative manner.

Learning Strategies

To successfully complete the project, students must:

- think deeply about possible topics and choose one topic of genuine interest;
- set realistic goals about what can be accomplished;
- meet the project deadlines;
- Keep a thorough Process Journal with regular entries;
- complete the product by the due date;
- provide evidence of work through the use of photos, videos, samples of fabric, magazine or newspaper clippings, personal notes, etc;
- keep a running bibliography of references;
- touch base with teacher on a regular basis; and
- ensure project is authentic and entirely their own/the group's work.

Assessment

Students will work as individuals or in small groups to present individual work to be assessed. Assessment of Project Based Learning will be based on students demonstrating and reflecting on capabilities via:

- presentation of their project; and
- completion of Reflective Journal.

MCC Pathways

This course prepares students for the **10 Creative Arts A and B on page 80** - *Senior Curriculum Handbook 2022*, **10 Creative Arts A and B on page 80** - *Senior Curriculum Handbook 2022*, **Stage 2 (Year 11) Research Project A on page 51** - *Senior Curriculum Handbook 2022*, **Stage 2 Research Project A on page 80** - *Senior Curriculum Handbook 2022*.

Community Learning (Focus on the ACCAR Personal and Social Development Capability)

Flexible Learning

Length of Course

One or Two Semesters

Compulsory or Elective

Elective: Student is recommended to study this subject by the relevant Year Level Coordinator or personal choice.

Course Description

Participation in this course aims to:

- Improve the students understanding of both the Personal and Social Development and Critical Thinking capabilities
- Develop the student's own skills within this capability through participation in a School Community Learning Activity
- Document how the student has used aspects of the capability to complete their School Community Learning Activity.

Student to reflect on their ongoing learning while completing their School Community Learning Activity.

Capacity for a student engaged in a significant learning opportunity outside a subject area to be incorporated into a program of study.

Learning Strategies

Each student is working with a mentor to complete a negotiated contract of learning activities pursuing an area of interest. The learning activities focus on developing specific aspects of the capability that are appropriate to their own personal level within both the Personal and Social Development and Critical Thinking capabilities Continuum. The purpose of this contract is to enable students to demonstrate their learning by pursuing an area of interest needs.

- This contract must be challenging but achievable for the individual student.
- A structured record of evidence is created to document their learning.
- Students are required to reflect on their learning and gather feedback during their learning.
- Students will present the outcome of the learning to an audience.

Assessment

Students are assessed against Individual Learning Goals which identify aspects of the capability to be developed.

<https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf>

English

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

In this course, students will study a minimum of one shared text per term. Charles Dickens' *A Christmas Carol* is a compulsory text. A study of Australian poetry with a focus on Indigenous Australian poetry is also compulsory.

Students will be introduced to a range of written, visual and oral texts.

Learning Strategies

Students will:

- participate in reading and reflecting on shared novels, plays and poetry;
- examine texts and comment on connections between them whilst looking at how texts have been constructed; and
- obtain, organise and present information on a variety of topics.

Assessment

Assessment will include:

- Responses to texts;
- Writing in a range of forms;
- Oral presentations; and
- Formal and polished writing.

MCC Pathways

Course leads to **Year 10 English on page 31** - *Senior Curriculum Handbook 2022*, **Year 10 Creative Writing on page 31** - *Senior Curriculum Handbook 2022* and **Year 10 Media Studies - English on page 32** - *Senior Curriculum Handbook 2022*.

Physical Education

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students continue to build upon the practical concepts that have been developed in Year 7 and 8. Time spent on sports increases, enabling students to develop sport specific skills and movement patterns and strategies.

Students will continue to have the opportunity to see the benefits of being physically active, continue their development of team and social skills, and establish fitness and healthy lifestyle goals.

Practical activities include: athletics, netball, fitness testing, basketball, volleyball, self-defence, handball, football codes, baseball and lawn bowls.

Learning Strategies

- Practical Activities
- Individual, pair and group work
- Reflection and evaluation
- Student-centred learning.

Assessment

Assessment will be based on:

- Practical Performance
- Skills performance checklists
- Attitude, organisation and participation
- Personal development toward individual goals.

MCC Pathways

Course leads to **Year 10 Physical Education A on page 32** - *Senior Curriculum Handbook 2022*, **Year 10 Physical Education B on page 33** - *Senior Curriculum Handbook 2022* and **Year 10 Fit to Lead on page 33** - *Senior Curriculum Handbook 2022*.

Food and Fabric Technology

Length of course

One Semester

Compulsory or Elective

Elective

Course Description

This course provides an opportunity for students to gain further knowledge and skills in the areas of food and textiles. Students learn about safety and hygiene in the kitchen, and how to read and follow recipes. Emphasis is placed on technological advances and contemporary issues.

Topics include:

- Safe use of specialised machines and equipment
- Use of commercial patterns and pattern making to produce a product
- Classification and properties of textiles
- Food hygiene and safety in the kitchen
- Food preparation techniques
- Nutrition and healthy eating
- Influences on food choices
- Guide to Healthy Eating.

Learning Strategies

- Individual and group practical work
- Participation in class discussions
- Observing teacher demonstrations for clarification of techniques
- Viewing videos.

Assessment

- Individual or group presentation of practical work
- Written assessment based on practical skills.

MCC Pathways

Course leads to **Year 10 Food and Hospitality on page 34** - *Senior Curriculum Handbook 2022*, **Year 10 Child Studies on page 34** - *Senior Curriculum Handbook 2022*.

Healthy Lifestyles

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

Healthy Lifestyles enables students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.

Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventative health practices that build and optimise community health and wellbeing.

There is also an element incorporating effective strategies into drugs and safe practice mechanisms.

Learning Strategies

Students will be engaged via a variety of written, visual and audio-visual mediums throughout classroom activities. They will develop communication skills, listening, participation in class discussion, and enhance their peer support skills.

Assessment

Assessment will be completed through a variety of techniques, including participation in class activities and discussions, assignment work, and worksheet and poster creation to enable adequate display of knowledge.

Geography

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

There are two units of study.

1. Biomes and Food security
2. Geographies of Interconnections

Learning Strategies

- Practical fieldwork, use of the community and local environment.
- Reading, comprehension, analysis and synthesis of information.
- Use of ICT.
- Oral presentations, debating, role playing and interviewing.
- Group work, problem solving and class small group discussions.
- Written activities including answering text questions, essays, story writing, noting, summarising.
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics.
- Examination of primary and secondary sources.
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine students' learning according to the strands of the specific topic. In Geography, these strands are Knowledge and Understanding, and Geographical Inquiry and Skills.

MCC Pathways

Course leads to **Year 10 Geography on page 35** - *Senior Curriculum Handbook 2022* and **Year 10 Commerce and the Law on page 36** - *Senior Curriculum Handbook 2022*.



History

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course provides a study of history of the making of the Modern World from 1750 – 1918.

Learning Strategies

- Practical fieldwork, use of the community and local environment.
- Reading, comprehension, analysis and synthesis of information.
- Use of ICT.
- Oral presentations, debating, role playing and interviewing.
- Group work, problem solving and class small group discussions.
- Written activities including answering text questions, essays, story writing, noting, summarising.
- Numeracy skills such as measuring, mapping, understanding contours, scale, graphs, statistics.
- Examination of primary and secondary sources.
- Digital media such as retrieving images and editing.

Assessment

Assessment is continuous and will examine students' learning according to the strands of the specific topic. In History, these strands are Knowledge and Understanding, and History Skills.

MCC Pathways

Course leads to **Year 10 History on page 35** - *Senior Curriculum Handbook 2022* and **Year 10 Commerce and the Law on page 36** - *Senior Curriculum Handbook 2022*.

Business and Commerce

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

- What is business?
- Being enterprising
- e-Commerce
- Standard of living
- International Trade
- Planning and managing a small business
- Success or failure, and basic trading laws.

Learning Strategies

- Group work, problem solving and class discussion
- Written activities including answering text questions, noting, debating and role playing.

Assessment

Assessment is continuous and will examine students' learning according to the specific outcomes. International trade and how companies like Apple produce their products are one part with Marketing a business product also being an important aspect which includes marketing a product of choice and how to pitch it to investors.

MCC Pathways

Course leads to **Year 10 Commerce and the Law on page 36** - *Senior Curriculum Handbook 2022*.

Italian

Length of Course

Full Year

Compulsory or Elective

Elective

Course Description

Students participate in a range of activities, which will assist them in developing their language skills in order to perform the following functions:

- Establish and maintain relationships and discuss topics of interest
- Participate in social interaction
- Obtain information from written and spoken sources in Italian and English
- Give information in written and spoken form in Italian and English
- Respond to creative texts (songs, visual clips, etc)
- Create texts (role-plays, posters, electronic presentations, etc).

Learning Strategies

The course is divided into a series of units based on a theme. A range of activities will be offered in each unit such as opportunities to experience cultural aspects of the language, participate in excursions and also practice spoken and written language skills. Grammar and vocabulary will be taught as an integral part of each unit. Some of the themes which will be covered include:

- Personal Profiles
- Lifestyles and typical days
- My interests and passions
- Made in Italy - Fashion
- Travel destinations.

Assessment

- Participation in class activities.
- Written assessment tasks.
- Tests (oral and/or written) based on each unit studied.

MCC Pathways

Course leads to **Year 10 Italian A and B on page 36** - *Senior Curriculum Handbook 2022*.

Japanese

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

Students engage in a series of structured learning opportunities, underpinned by the ACARA General Capabilities. In particular, the course content enables students to actively explore, develop and reflect upon their Intercultural Understanding, Personal and Social, and Critical and Creative Thinking Capabilities. Students develop language skills in order to:

- Exchange information and opinions about personal interests, experiences and broader topics of interest.
- Identify the functions of different Japanese scripts within texts.
- Read and write Hiragana, Katakana and Kanji, including elongated vowels, double consonants and contractions.
- Analyse and extract information from a range of spoken and written texts and multimodal sources.
- Create and present informative and imaginative texts, considering audience and purpose.
- Maintain, extend and qualify interactions using appropriate cultural and linguistic elements.
- Translate and interpret texts, understanding embedded cultural values and meanings in language use.
- Understand how languages and culture change over time through contact with other languages and cultures.

Learning Strategies

The teaching and learning activities are structured to acknowledge the language and cultural backgrounds of the Year 9 learners, as well as build upon their previous Japanese language learning. The course is divided into a series of units, based on a theme. Learning opportunities recognise the range of learning styles and needs of the students, and include activities aimed at students experiencing cultural aspects of the Japanese language and culture. Grammar, vocabulary and Japanese writing systems are taught as an integral part of each unit. Some of the themes which will be covered include:

- Milestones in My Life
- Languages I speak
- Food and Healthy Living
- Shopping
- Going Places.

Assessment

- Participation in class activities.
- Completion of assessment tasks.
- Reflection of learning discussions.
- Tests (oral and/or written).

MCC Pathways

Course leads to **Year 10 Japanese A and B on page 37** - *Senior Curriculum Handbook 2022*.

Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the requirements of the Australian Curriculum. This course is organised into the three strands of:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability.

The course is also divided into the following proficiency strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning.

Learning Strategies

A multimodal approach is employed to cater for a range of learning styles. Where appropriate, students use an inquiry approach in which they can undertake activities to investigate the concepts being covered. This is combined with note taking, group discussion and practice questions from the textbook and other sources. The use of technology has been incorporated into this course.

Assessment

Students will be assessed against the Australian Curriculum Year 9 Achievement Standard. Each topic will be assessed by a combination of folios, project-based learning, assignments and tests.

MCC Pathways

Course leads to **Year 10 Mathematics on page 37** - *Senior Curriculum Handbook 2022*.

Essential Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the needs of students who have difficulty achieving a C grade standard for Year 8 Mathematics. Students will participate in a modified program, designed according to their individual learning needs. The aim is to improve students' confidence and success in mathematics by developing their knowledge and understanding, fluency, problem solving and reasoning skills.

This course is organised into the three strands of:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability.

Learning Strategies

A multimodal approach is employed to cater for a range of learning styles. Where appropriate, students use an inquiry approach in which they can undertake activities to investigate the concepts being covered. This is combined with note taking, group discussion, games and practice questions from the textbook and other sources. The use of technology has been incorporated into this course.

Assessment

Students will be assessed against Individual Learning goals. Each topic will be assessed by a combination of folios, project-based learning, assignments and tests.

MCC Pathways

Course leads to **Year 10 Mathematics on page 37** - *Senior Curriculum Handbook 2022*.

Science

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course has been designed to meet the requirements of the Australian Curriculum. This course is organised into the three strands of:

- Science Understanding
- Science as a Human Endeavour (SHE) – Nature and development of science, and use and influence of science
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing modelling and analysing, and Evaluating.

These strands are taught together within topics that cover the following areas:

- Biological Sciences – Biological Control Systems and Sexual and Asexual Reproduction.
- Chemical Sciences – Atoms, Natural Radioactivity and Chemical Reactions.
- Earth and Space Sciences – Carbon Cycle
- Physical Sciences – Wave and Particle Models, and Law of Conservation of Energy.

Learning Strategies

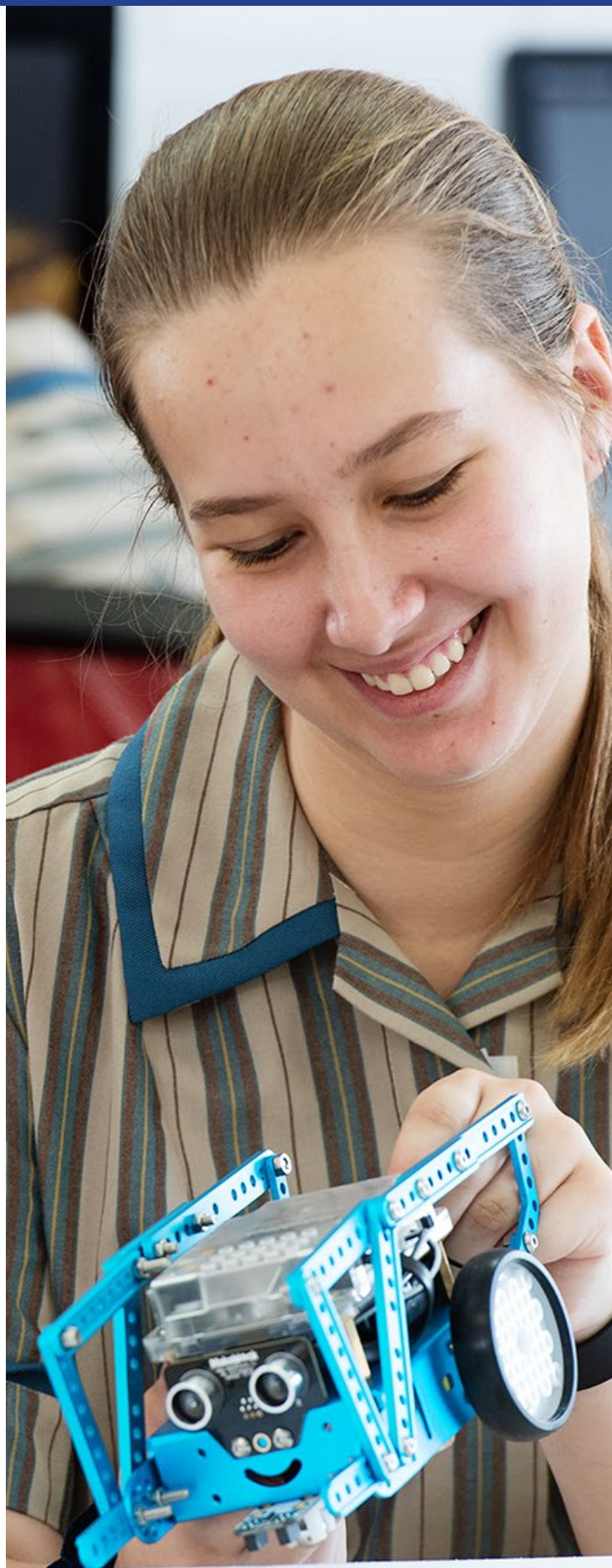
The Australian Curriculum - Science is based on an inquiry approach to science education. Where possible, students develop and use a range of skills to investigate science phenomena. Students learn through practical investigations, research tasks, class activities and textbook activities. A range of multimedia resources have been incorporated within the curriculum.

Assessment

Students will be assessed against the Australian Curriculum Year 9 Achievement Standard. Each topic will be assessed by a combination of group and individual practical reports, designer practicals SHE tasks.

MCC Pathways

Course leads to **Year 10 Science on page 38** - *Senior Curriculum Handbook 2022*, **Year 10 Engineering Science on page 39** - *Senior Curriculum Handbook 2022* and **Year 10 Science Applications on page 39** - *Senior Curriculum Handbook 2022*.





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