Middle School Curriculum Handbook 2014
# CONTENTS

**Introduction**  
1

**Year 7**  
- Literacy  
  2  
- Numeracy  
  2  
- Christian Studies  
  3  
- Computing  
  3  
- Extension Programmes  
  3  
- Geography  
  4  
- History  
  4  
- Language  
  4  
- PE, Health  
  5  
- Science  
  5  
- The Arts  
  5  
- Home Economics  
  6  
- Design and Technology  
  6  
- Curriculum Support  
  6

**Year 8**  
- Art  
  7  
- Christian Studies  
  7  
- Drama  
  8  
- English  
  8  
- Extension Programmes  
  9  
- Geography  
  9  
- Health  
  9  
- History  
  10  
- Home Economics  
  10  
- Language  
  11  
- Mathematics  
  11  
- Music  
  12  
- Physical Education  
  12  
- Science  
  13  
- Design and Technology  
  13  
- Curriculum Support  
  14

**Year 9**  
- Art  
  15  
- Christian Studies  
  15  
- Computing  
  16  
- Drama  
  16  
- English  
  17  
- Extension Programmes  
  17  
- Geography  
  18  
- Health  
  18  
- History  
  19  
- Home Economics  
  19  
- Language  
  20  
- Mathematics  
  20  
- Music  
  21  
- Outdoor Education  
  22  
- Physical Education  
  22  
- Science  
  23  
- Design and Technology  
  23  
- Curriculum Support  
  24
Welcome to Emmaus Christian College Middle School.

The middle years of schooling provide opportunities for young people to learn and grow in ways that acknowledge and respect this unique and special phase of their development. We seek to develop independence and responsibility in both learning and behaviour in our students.

Parents are the primary source of developing values and attitudes in the child. We believe that the relationship between home and school is a vital one as the school aids in the further development of the student. Home and school share in this exciting and essential venture – that of educating your child.

The students who are enriched and benefit most from education are those whose parents are interested and involved with what their child is doing. We encourage you, the parents, to engage with your child and discuss with them what they are doing at school. We urge you to keep in regular contact with the school; visit the school, attend Information Nights, read the Newsletter regularly, respond to surveys and excursion notes, check your child’s diary on a regular basis (teachers communicate with parents via a diary note), attend special functions, visit assemblies.

At Emmaus Christian College there is a specific focus on meeting the particular spiritual, intellectual, physical and emotional needs of young people coping with many changes as they begin the transition from childhood to adulthood. Faith based Pastoral Care is a priority of Emmaus Christian College. We recognize the importance of students developing trusting relationships with significant adults and experiencing connectedness with a peer group. The Middle School is therefore based on home groups with students spending a substantial amount of lesson time with their home group teacher, whilst at the same time, having access to specialist teachers and facilities such as Home Economics, Technology Studies, Drama, Art, Science and Music. This provides a smooth transition from Primary School into Middle School and the confidence they gain through being independent learners, prepares them well for the challenges they will face in Senior School.

We provide our students with an academic environment which is rigorous and provides them with the opportunity to experience success. The Middle School offers the opportunity to build on skills and knowledge already acquired, by providing each student with a wide range of experiences, both formal and informal, in an environment that is safe and secure. Students are actively encouraged to strive to achieve their best and discover their own God-given strengths and abilities. Emphasis is placed on developing independence, responsibility and leadership potential. This has its culmination in the Year 9 Outdoor Education survival camp, where the students are taken outside their comfort zones, in a controlled manner, and given the opportunity to make it on their own and as a team. The camp also provides a link between Middle and Senior School as the students have the opportunity to return as Year 10 and 11 student leaders.

We are concerned with the development of the whole person and our students are encouraged to participate in various co-curricular and extra-curricular activities including sporting teams, music ensembles, camps, clubs and the Future Leaders Active8 program. Our Student Representative council also plays an important role in our Christian community, offering our students an excellent opportunity to develop leadership skills.
Year 7
YEAR 7

Year 7 is the first year of Middle School. Your child will be taught by his/her Home Group teacher for the majority of the time with the remainder of the lessons being taught by specialist teachers. It is our aim to provide the environment in which all students have the same learning opportunities and challenges. Year 7 provides a transition from a Primary School model into a Secondary setting. Teaching provides a scaffold of support that encourages students to become increasingly independent.

LITERACY
Up to 8 lessons a week will cover writing, reading, spelling and oral language. Students will complete spelling activities each week and have regular tests. The study of the class novel will help students respond to literature in various ways. Different genres will be encountered and students will be given the opportunity to write using various forms and styles. Book reviews and related activities, both written and oral, will aim to monitor reading progress and comprehension.

GRAMMAR AND FORMALITIES
Individual and whole class experiences based upon students’ own experiences and progression in sentence writing, structure and form will be undertaken. We will be using the ‘Spelling Pathways' book.

READING
A combination of readers and literature will be used with an emphasis on the literature-based approach.
Students will be involved in activities that develop:
• reading aloud
• reading comprehension
• sustained reading
• listening skills
• formal lessons in decoding, book study, research skills and proof reading.

Children are encouraged to read every night, even if only for a short period.

WRITTEN LANGUAGE
Students will be exposed to and encouraged to experiment with a wide variety of styles.

We will focus on:
1. drafting
2. proof reading
3. publishing for a varied audience
4. editing/conferencing
5. journal writing
6. self assessment

Adult helpers are welcome to assist with conferencing (ie to chat to students about what they write, and to correct writing).

JOURNAL
It is important to mention that all students have a private journal book. This is a book they share only with their teacher and other people they choose. This is the only book in which we do not have a given format for presentation or check spelling. This, therefore, becomes an excellent record of student’s abilities as it is uninhibited, self-directed work which provides much information for record keeping and subsequent programming.

NUMERACY
This year’s program contains topics which are designed to stimulate mathematical thinking and communication. Here are some of the major components that will be covered:-
• measurement
• tables
• fractions
• problem solving
• algebra
• probability
• positive and negative numbers
• angles
• decimals
• percentage
• statistics
• area & volume
• geometric figures

We will be utilising “Mathematics for Year 7” Haese & Haese and the “Maths Mate” homework program. Sometimes calculators are necessary for particular topics. A basic calculator is sufficient and we do encourage students to have one at school. They are only used as required and not relied upon at this level.
CHRISTIAN STUDIES
Each week we will be looking at different aspects of
the Bible and the way in which a loving God
interacts with us. Throughout the week we have
short devotions, sharing time opportunity for prayer
and Bible reading. Children will have the
opportunity to share 5-10 minute devotions with the
class on any topic they choose. We also have daily
devotions and regular prayer times as a class.

COMPUTING
Computing/Information Technology will develop
students’ understanding of computers and
information systems. Allowing students access to
computer technology and acquisition of
theoretical knowledge of how a computer works.
Computer lessons also support and add to work
being conducted in the classroom.

COURSE CONTENT:
- Introductory Excel
- Internet Safety
- Effective presentation skills
- Touch typing skills

TEACHING METHODS:
- Demonstrations
- Online Tutorials
- Online interactive websites
- Individual Project Work

ASSESSMENT:
- Written assignment
- Computer Project Work
- Classroom Presentations
- Tests

EXTENSION PROGRAMMES
PROPEL stands for Programs to Release
Opportunities for Pupils in Extended Learning, and
events are available for students who have been
identified as gifted and talented. Students who have
a special interest in a particular area may also be
invited to participate. Identification processes can
include:
- Teacher observation and nomination
- Work samples
- Student interest surveys
- Parent surveys
- Standardised achievement tests such as Raven’s
  Progressive Matrices
- Middle Years Attainment Test (MYAT)
- National Assessment Program – Literacy and
  Numeracy (NAPLAN) test
- Identification checklists
- Slosson Intelligence Test (SIT-R)
- Educational psychological testing (WISC IV)

PROPEL events provide gifted and talented students
with appropriately challenging enrichment,
extension and acceleration experiences. They occur
through withdrawal from classes as well as lunch
time and after school clubs. Events can include the
Future Problem Solving, Tournament of Minds,
Muscular Dystrophy Association World of Trivia,
First Lego League, Brain Bee and the Oliphant
Science Awards.
GEOGRAPHY

Students will learn to compare the characteristics of significant regions in Australia and the World. Explain how natural processes and human activities change environments. Explain how peoples use of natural and human environments changes over time.

COURSE CONTENT:
Geography is a structured way of exploring and explaining characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment.

Geography will aim to:
- Develop students’ curiosity and wonder of the world’s places, people, cultures and environments
- Investigate effects of location and distance and inter-connections between places
- Emphasise the role of the environment in supporting human life and the inter-relationships between people and the environment
- Geography will use an inquiry approach to assist students to make meaning of their world, to plan inquiry and collect and evaluate information; to process, analyse and interpret this data to reach conclusions and share these discoveries with others
- Geographical concepts will integrate with natural sciences, social sciences and history
- Develop informed, responsible and active citizens who can contribute to the development of a sustainable world

ASSESSMENT:
Assessment of learning will take place through the use of:
- Textbooks and workbooks
- Research assignments
- Tests
- Multimodal presentations
- Group work

HISTORY

COURSE CONTENT:
The Ancient World
Key Questions:
How do we know about the ancient past?
Why and where did the earliest societies develop?
What emerged as the defining characteristics of ancient societies?
What have been the legacies of ancient societies?

Key concepts:
Opportunities to develop historical understanding through key concepts: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview and Depth Study:
Investigating the:
- Ancient Past
- Mediterranean World – Ancient Egypt
- Asian World – Ancient China

Historical Skills:
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

LANGUAGE
Year 7 students will study one semester each of French and Indonesian.

French (1/2 Year Subject)
This one semester course is designed to teach introductory conversational language in French. Students will be exposed to aspects of French culture, arts, lifestyle and traditions.

Indonesian (1/2 Year Subject)
This one semester course will cover two major topics: ‘Orangutans’ and ‘Makanan – Food’. The focus will be largely cultural, although there will be a language component threaded through each topic. Orangutans: Beautiful, appealing and seriously endangered, orangutans are native to Indonesia (Kalimantan and Sumatra). We will study the animal, its environment and plight. Makanan – Food: We will explore the types of food eaten in Indonesia and shopping at local roadside markets as well as dining out and cooking Indonesian food.
PHYSICAL EDUCATION AND HEALTH

The aim of these subjects is to provide students with an enjoyable opportunity to develop their abilities and self-esteem in group games/activities. Formal skills and rules are taught with fair play and teamwork being the main emphasis.

Students will be given opportunities to participate in after school sport and various inter-school competitions.

Students are expected to wear their PE uniform on the day PE is scheduled. In addition to this there will be a fitness lesson scheduled on another day.

Sports covered include:
- Swimming
- Badminton
- Handball
- Tennis
- Volleyball
- Cricket
- Minor Games
- Gymnastics
- Soccer
- Basketball
- Dance
- Athletics
- Lacrosse
- Touch Football

In Health, students are encouraged to take responsibility in making informed decisions about their own health. Topics covered are lifestyle, fitness, food, relationships, and environmental issues.

SCIENCE

We will be introducing the students to the processes of:
- Exploration
- manipulation
- observation
- hypothesising
- questioning
- evaluating
- recording gathering & interpreting data
- predicting
- researching
- designing
- making
- testing
- improving

COURSE CONTENT:

- Mixtures
- Forces
- Planet Earth
- Classification
- Interactions between organisms
- The Water Cycle

THE ARTS

Art, Drama and Music will all be integrated within our classroom programme providing for individual creativity and expression. Many of the activities will incorporate small group work.

Art introduces students to the fundamentals of drawing and design through various practical tasks including:
- 3 x 5 lettering
- Creative patterns and watercolour painting
- “My Personal Cityscape” in perspective
- Op Art inspired design

Students will learn to identify features, characteristics and styles of artworks and will develop their use of art vocabulary to analyse artists in focus, particularly the works of Valentina Ramos and Bridget Riley.

Music is taught by a specialist teacher. Students also have the option of individual tuition to extend and excel in their musical knowledge and abilities.

Drama introduces students to a number of performance skills. They will be encouraged to support one another and become more confident performers throughout the topic. Students will focus on:
- Building teamwork and trust
- Ensemble and basic performance skills
- Exploring the use of the body and voice
- Using the stage
- Mime
- Improvisation
- Characterisation
- Children’s theatre
- Script writing & storytelling
Year 7 students are also privileged to study Home Economics and Technology Studies.

HOME ECONOMICS

Home Economics is an experiential subject studied by all students.

COURSE CONTENT:

Food
• an introduction to safety in the kitchen (OHSW)
• cooking healthy snacks
• use of food preparation equipment
Nutrition
• a basic understanding of the importance of healthy food intake
Textiles
• an introduction to the sewing machine (OHSW)
• using textile equipment
• design & construct a puppet

TEACHING METHODS:
• Demonstrations
• Practical assistance
• Visual examples
• Worksheets
• Student notes
• Practical based learning

ASSESSMENT: (includes)
• Practical sessions
• Cleaning work stations (OHSW)
• Bookwork
• Use of equipment
• Homework

DESIGN AND TECHNOLOGY

Students are introduced to symbols as a means of communication. Students find symbols that reflect the interests of themselves and others. Using computer-aided design (CAD), the students design a plastic mirror or picture holder that includes symbols that ‘reflect’ the person’s interests. The plastic project is laser-cut and the students bend it to shape using a strip heater.

CONTENT:
• Safety: general workshop, hand tools and basic machines
• CAD: Computer-aided drawing & 3D modelling.
• Heating & Bending acrylic

OBJECTIVES:
• Demonstrate safe working habits in the workshop
• Follow simple drawings and procedures

• Demonstrate skills in computer-aided design (CAD)

ASSESSMENT:
• Skills
• Knowledge & Understanding
• Computer-aided drawing

CURRICULUM SUPPORT

Supplementary support is available for students who have a diagnosed Learning Difficulty or a school assessed delay in skill development (eg: two years behind peers in reading/spelling). Pupils must be identified as requiring:

a) targeted work on a range of general curriculum skills eg spelling/tables
b) additional supervised time to complete homework and assignments
c) further explanation of concepts and skills in specific subject areas such as English, Maths or Science.

The focus of lessons is flexible and dependent upon overall student needs. Skills covered may include:
• Persuasive writing practice
• Note taking
• Formal letter writing
• Constructing paragraphs
• Exposure to a range of literary language and techniques in the form of short stories
• Vocabulary development
• Relevant Maths topics
• Independent work sessions

During an independent work session, students may choose to bring work which they need time or assistance to complete, or undertake individualised programs designed by the Support teacher in conjunction with Class or Subject teachers.

Curriculum Support occurs through withdrawal from Languages and is of necessity restricted to small groups. Selection of this subject requires consultation and agreement between parents, Class or Subject teachers, Support staff and the Head of School.
Year 8
YEAR 8

Students are given the opportunity to experience a wide range of subjects during Middle School, so that they can make a more informed choice of subjects as they begin to specialise in later years. The range of choices at Year 8 is limited for this reason.

ART

COURSE CONTENT: (One Semester)
- Introduction to observational drawing
- Drawing techniques in tone, rendering and still life
- Perspective, single and two point studies
- Colour theory basics, colour wheels and pigment mixing
- Design based lino printing
- Introduction to pattern and the artwork of Hundertwasser
- Art Appreciation study of artists and works of art
- Homework drawing program

TEACHING METHODS:
- Class teaching
- Discussion
- Demonstration
- Teaching aids and examples
- Handouts
- Student practical

ASSESSMENT:
- Bookwork presentation
- Class assessment on practical projects
- Theory exercises eg perspective, colour and tone

CHRISTIAN STUDIES

COURSE CONTENT:
Term 1:
- Structure and authenticity of the Bible
Term 2:
- Relationships
Term 3:
- Heroes
Term 4:
- Christian Living

TEACHING METHODS:
- Bible reading and discussion.
- Personal reflection and journal writing.
- Old and New Testament readings
- Reading newspaper articles and real-life stories on current events e.g. refugees.
- Watching and responding to Christian DVD’s

ASSESSMENT:
An important element of Bible is individual spiritual development and therefore, it is an ungraded subject. However, students are assessed on the manner and degree of their engagement with the curriculum.
DRAMA

COURSE CONTENT:

An Introduction
- Basic Stage Techniques
- Characterisation
- Script writing
- Movement
- Voice
- Story Telling
- Producing, Rehearsing and Performing Work
- Analysis & Evaluation of Performance Work
- The Performing Arts Industry Research
- Design in Drama

TEACHING METHODS:
- Discussion
- Practical Workshops
- Group and individual work
- Written exercises
- Rehearsal
- Performance
- Reflection & feedback

ASSESSMENT:
- Reflective Journal Writing
- Observations of practical work during workshops
- Demonstrations of skills during class
- Workshop presentations/performances
- Ensemble skills
- Personal Industry Project
- Character Performance
- Design project

ENGLISH

Course content and assessment align with the Australian Curriculum.

COURSE CONTENT:

Grammar and language conventions will be studied throughout the year.

Unit 1 Shared Text - Class Novel
Students also encouraged to read independently chosen text for fun
- Varying tasks introduce concepts of genre and theme.
- Reading skills and discernment encouraged.
- Creative and personal writing.
- Understanding the use of English language and how it has influenced other languages.

Unit 2 Shared Text - Class Short Stories Anthology
- Varying tasks introduce concepts of text construction.
- Writing techniques identified and practised.
- Identify culture in text and explain different worldview points.

Unit 3 Poetry
- Concepts of text construction (poetry techniques) identified and practised. Having fun with poetry!
- Spelling, comprehension and various grammar skills practised.

Unit 4 Shared Text - Class Film
- Varying tasks encourage interpretative thinking skills.
- Narrative perspective and characterisation identified along with film techniques.
- Essay writing skills introduced and practised.
- Persuasive writing and analysis.

Unit 5 Personal Learning Project

ASSESSMENT:
- Varying tasks provide opportunity for both creative and analytical responses to texts, as well as non-text responses.
- Students will regularly plan, draft and polish written pieces.
- Reflective reading and comprehension skills will be developed.
- Oral communication skills will be learnt and practised.
- Spelling and grammar skills will be learnt and practised.
- Students will be introduced to the College’s Policy on Plagiarism, and begin to practise appropriate referencing where required.
EXTENSION PROGRAMMES

PROPEL stands for Programs to Release Opportunities for Pupils in Extended Learning, and events are available for students who have been identified as gifted and talented. Students who have a special interest in a particular area may also be invited to participate. Identification processes can include:

- Teacher observation and nomination
- Work samples
- Student interest surveys
- Parent surveys
- Standardised achievement tests such as Raven’s Progressive Matrices
- Middle Years Attainment Test (MYAT)
- National Assessment Program – Literacy and Numeracy (NAPLAN) test
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GEOGRAPHY

Students will learn to compare the characteristics of significant regions in Australia and the World. Explain how natural processes and human activities change environments. Explain how peoples use of natural and human environments changes over time.

COURSE CONTENT:
Current topics will include:

- Mapping
- Deserts and rainforests

*These topics will be adjusted when the Australian Curriculum documents are finalised by the Australian Government.*

ASSESSMENT:
Assessment of learning will take place through the use of:

- Textbooks and workbooks
- Research assignments
- Tests
- Multimodal presentations
- Group work

HEALTH

Health provides a basis for understanding the key issues for our Health in the 21st Century. This course aims to provide relevant information to encourage students to take responsibility in making wise “lifestyle choices” based on accurate knowledge, positive attitudes, and the development of appropriate social skills.

COURSE CONTENT:
Components of Health:
- physical, emotional, social and spiritual

- Understanding ourselves and developing healthy relationships.
- Investigation of Australian lifestyle diseases and their relevance to daily habits.
- Understanding key components of healthy dietary practice.
- Gain a greater awareness of sound mental and emotional health practices, as well as researching a variety of mental health diseases. These include Anorexia & Bulimia, Schizophrenia and Bipolar Disorder.
- Disease: communicable and non-communicable disease; Immunisation; lifestyle diseases.
- Appreciating the importance of having a balance between rest and physical activity and sustaining this into adulthood.

TEACHING METHODS:

- Students view, discuss and respond to a variety of written texts
- Research
- DVDs
- Worksheets
- Tutorials
- Role-plays
- Games
- Guest speakers

ASSESSMENT:

- Workbooks
- Oral Presentations
- Research Assignments
- Participation in class activities/discussions
HISTORY

COURSE CONTENT:
The Ancient to the Modern World

Key Questions:
How did societies change from the end of the ancient period to the beginning of the modern age?
What key beliefs and values emerged and how did they influence societies?
What were the causes and effects of contact between societies in this period?
Which significant people, groups and ideas from this period have influenced the world today?

Key concepts:
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview and Depth Study:
Investigating the:
- Western and Islamic World
- Asia-Pacific World
- Expanding contacts

Historical Skills:
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

HOME ECONOMICS

COURSE CONTENT:
“Ready, Steady, Cook & Sew”

Food
- kitchen safety (OHSW) and equipment usage
- cooking healthy foods - snacks and meals
- simple family meals

Nutrition
- daily nutritional requirements
- the Australian Guide to Healthy Eating

Textiles
- work room safety and equipment usage (OHSW)
- use and care of natural fibres
- handling textiles
- construct a pencil case with zip

TEACHING METHODS:
- Demonstrations
- Practical assistance
- Visual examples
- Group work
- Individual work
- Worksheets
- Student notes
- Practically based learning

ASSESSMENT:
This includes:
- Practical sessions
- Cleaning work stations (OHSW)
- Use of equipment
- Homework
- Project/assignment work

Students are issued a booklet which contains all worksheets, homework and assignments.
LANGUAGE

Year 8 students will choose to study either a European or an Asian language. The languages offered are French and Indonesian. Language is studied by all students unless they require Curriculum Support.

French

COURSE CONTENT:
Based on "Ca Bouge 1" textbook.
Term 1 Background information about France. Introducing yourself and others, greeting other people, expressing how you feel and apologising. Learning about French name days, numbers 0-40, simple sums, asking and saying who or what it is, asking and answering how many, asking and giving your age, adjectives and days of the week.
Term 2 Describing oneself and others, making verbs negative, expressing opinions about others, school subjects, likes and dislikes, more about French culture, history and geography, classroom objects and colours.
Term 3 Conjugating regular verbs, irregular verbs être and avoir, describing individual likes and dislikes, learning a French poem, Paris landmarks, the body and family members.
Term 4 The seasons, months of the year, numbers up to 100, French speaking countries, ordering traditional French food and drinks.

TEACHING METHODS & ASSESSMENT:
In each unit, cultural elements, new vocabulary and grammar will be introduced and assessed through written, oral and aural material, and students will have opportunities to be involved in French conversation.

Indonesian

Based on 'Dari Kami ke Kita' course books. This is an exciting new Middle School program which focuses on communication and intercultural language learning.
Indonesia is our closest neighbour; a country with rich cultural diversity.
Students will be exposed to a wide variety of language and cultural materials which will challenge and extend them in their understanding of Indonesian:
Culture  Traditions  Lifestyle
Arts     Language

MATHEMATICS

Numeracy (and Literacy) are recognised as essential elements in any curriculum. Mathematics plays a crucial role in Numeracy. It is essential that all students have mastered Numeracy to be prepared for the demands placed on them in the workforce.

COURSE CONTENT:
- Real Numbers
- Percentage
- Ratio & Proportion
- Algebraic Operations
- Laws of Algebra
- Equations
- Algebra patterns and formulae
- Problem Solving
- Geometry of Polygons
- Coordinate Geometry
- Congruence and Transformations
- Measurement Length and Area
- Sets and Venn Diagrams
- Further Measurement
- Rates
- Probability
- Statistics

TEACHING METHODS:
Mathematics classes are based on Pastoral Care Groups and as such are mixed ability groups. Inclusive teaching methodologies therefore are used to cater for a range of abilities.
Methodologies used include:
- Activity – based
- Use of technology (calculators, CD)
- Real life situations
- Practical activities
- Small group work
- Challenge problems (enrichment)
- Involvement in competitions
- Remedial activities (Special Needs)
- Book work
- Normal class presentation
- Mental Mathematics

ASSESSMENT:
Due to the variety of methodologies used, a variety of assessment modes are used. Some of the assessment will be in the form of formative assessment while some will be summative. Assessment will include:
- Regular class tests
- Directed investigations (DI)
- Homework
- Mental Maths Tests
- End of year test
MUSIC

COURSE CONTENT:
50% of the course focuses on the development of practical skills.
Class Band/Choir: Students learn together and individually via practising and performing musical works of varying styles.
Students have the opportunity to perform as a soloist for the class if they wish.
50% of the course focuses on the development of theory, aural skills, arranging and composing.
Theory: Course equivalent to AMEB Grade 1. (Refer to the Music Director for more detailed information).
In addition, basic arranging techniques are taught.
Aural: Aims to develop the student’s aural skills (melodic and rhythmic dictation etc.) concerning the concepts covered within the theory aspects of the course.

TEACHING METHODS:
The students are taught utilising various methodologies, ie.
- Theory skills are learned and practised using worksheets and the software ‘Musitian’.
- Aural skills are learned and practised using the software ‘Auralia’.
- Performance in front of peers and via various concerts.
- Band/Choir rehearsals (learning effective rehearsing techniques)
- Introduction to critiquing their own and other performances.

ASSESSMENT:
Students are given an overview of the assessment methods and tasks at the start of each term. Items assessed will include:
- Theory knowledge and application.
- Behaviour and participation within Class Band/Choir.
- Homework tasks.
- Aural ability.

OTHER INFORMATION:
As Music is a compulsory subject for Year 8, students are encouraged to begin individual/paired instrumental tuition (30 minutes per week). However, this only becomes a requirement in Year 9.

At times students are expected to participate in musical events outside of regular school hours.

PHYSICAL EDUCATION

AIMS:
The Physical Education program aims to introduce students to a variety of sports and activities through game play, developing tactical awareness and skill progression. This course is designed to develop awareness of the benefits of regular physical activity and to help improve general fitness among the students.

COURSE OUTLINE:
The sports and activities included are:
- Athletics
- AFL
- Basketball
- Dance (Footsteps Dance Company)
- Soccer
- Badminton
- Netball
- Volleyball
- Touch Football
- European Handball
- Ultimate Frisbee
- Fitness Testing
- Swimming
- Electives

Students are encouraged to be involved in one or more of these sports (in a team or as an individual) at a school level or at a district level to promote a healthy and active lifestyle.

ASSESSMENT:
Assessment is based on student’s participation, attitude and skill development (ie individual and team contribution, tactical awareness and game play).
SCIENCE

Each year's course is a stand alone course where aspects covered in previous years may be re-visited for further study but the requirements will be dealt with fully as the course develops.

AIMS:
- The world around is an amazing place. Through this course we intend to establish an awareness of the wonder, diversity and intricate detail of God's creation.
- We live in a constantly changing world. Science has and is contributing to these changes. Through Science, therefore, we intend to prepare and equip our students to fully function in this changing world.
- Science is one vehicle for understanding our body and the environment we live in. Through this course we intend to foster attitudes towards healthy living and we encourage our students to actively contribute to maintaining a healthy environment.

AUSTRALIAN CURRICULUM OUTLINE:
Biological Science
- Cells are basic units of living things that have specialised structure and functions
- Multi-cellular organisms contain a system of organs that carry out specialised functions

Chemical Sciences
- Chemical change
- Earth & Space Science
- Rock formation
- Physical Science
- Different forms of energy

ASSESSMENT:
Students are assessed using a variety of assessment tools. The various ways in which students are assessed include:
- Topic Tests
- Practicals
- Skills Tests
- Homework
- End of year test

DESIGN AND TECHNOLOGY

CONTENT:
- Safety: general workshop, hand tools and basic machines
- Computer-aided drawing and 3D modelling.
- Pressure moulding.

OBJECTIVES:
- Demonstrate safe working habits using a range of tools and machines
- Develop ideas using sketches and simple drawings
- Create and follow simple drawings and procedures - model a design idea using CAD & 3D modelling
- Select and use acrylic
- Use appropriate joining methods
- Evaluate the finished products

ASSESSMENT:
- Designing
- Skills
- Knowledge and Understanding
- Computer-aided drawing
CURRICULUM SUPPORT

Supplementary support is available for students who have a diagnosed Learning Difficulty or a school assessed delay in skill development (e.g., two years behind peers in reading/spelling). Pupils must be identified as requiring:

a) targeted work on a range of general curriculum skills e.g. spelling/tables
b) additional supervised time to complete homework and assignments
c) further explanation of concepts and skills in specific subject areas such as English, Maths or Science.

The focus of lessons is flexible and dependent upon overall student needs. Skills covered may include:

- Persuasive writing practice
- Note taking
- Formal letter writing
- Constructing paragraphs
- Exposure to a range of literary language and techniques in the form of short stories
- Vocabulary development
- Relevant Maths topics
- Independent work sessions

During an independent work session, students may choose to bring work which they need time or assistance to complete, or undertake individualised programs designed by the Support teacher in conjunction with Class or Subject teachers.

Curriculum Support occurs through withdrawal from Languages and is of necessity restricted to small groups. Selection of this subject requires consultation and agreement between parents, Class or Subject teachers, Support staff and the Head of School.

Students selecting Curriculum Support will be unlikely to transfer back into a Language course and will continue in Curriculum Support for Years 8 and 9.
YEAR 9

Students continue to be given the opportunity to experience a wide range of subjects during Middle School, so that they can make a more informed choice of subjects as they begin to specialise in later years. The range of choices at Year 9 is limited for this reason, but greater than at Year 8.

ART

COURSE CONTENT:
- Observational coil studies
- Exploration of drawing media including graphite and pastel
- Development of various drawing techniques, including tonal rendering, hatching and stippling
- Development of skills in watercolour painting
- Introduction to portraiture using a scumbling painting technique
- Introduction to the methods of clay-based sculpture
- Form and function in art and design
- Design principles studies: shape, texture, positive and negative space, typography and colour.
- Development of a personal business card
- Theory of design analysis and artist in context
- Media experimentation
- Homework program extension studies in drawing techniques and bookwork

TEACHING METHODS:
- Class teaching
- Discussion
- Demonstration
- Teaching aids and examples
- Handouts
- Student practical
- Video
- Computer interactive CD
- Class excursion

ASSESSMENT:
- Bookwork presentation
- Class assessment on practical projects
- Theory on Design analysis

CHRISTIAN STUDIES

Christian Studies is a subject taken by all students. Course content may vary from year to year.

COURSE CONTENT:
Term 1: Creation / Identity
Term 2: The Holy Spirit
Term 3: Faith
Term 4: Forgiveness

TEACHING METHODS:
- Christian Studies reading and discussion.
- Personal reflection.
- Research.
- Gospel and Old Testament parallels.
- Linking Old Testament values and analogies to current thinking.

ASSESSMENT:
- Bookwork – short answer questions, paragraph answers, research topics, maps, diagrams, illustrations, collages, cartoons, pictures
- Formal oral delivered to the class
- Participation in class discussions
COMPUTING

Computing/Information Technology is a rapidly growing and dynamic area. This subject will build on previous years and further develop students’ understanding of various software programs and general computing skills.

This topic is geared towards providing students with a foundation for the computing topics in Senior School at Emmaus Christian College.

COURSE CONTENT:

- Understanding of computer hardware
- Introduction to programming using Game making software
- Animation using Adobe Flash
- Image Manipulation using Photoshop

TEACHING METHODS:

Students will be given:

- Teacher demonstrations of various skills and processes
- Written and online tutorials providing an entry level understanding of various topics
- Individual assistance from teacher
- Class discussion
- Inquiry based research using online resources

ASSESSMENT:

- Tutorial completion
- Project and assignment work
- Skill demonstration

DRAMA

COURSE CONTENT:

Improvisation and an introduction to Theatre Sports

- History of Improvisation
- Improvisation techniques
- Performance preparation, presentation and evaluation work
- Reflective Writing
- Stagecraft

Melodrama

- History of Australian Melodrama
- Conventions of Melodrama
- Script construction
- Performance
- Production report
- Film & film media production

TEACHING METHODS:

- Discussion
- Practical workshops including various exercises
- Group and individual work
- Written exercises
- Rehearsal process and performance
- Evaluation and reflection

ASSESSMENT:

- Reflective Journal Writing
- Workshop preparation
- Demonstrations of skills during class
- Workshop presentations
- Written response to other dramatic works
- Vocabulary tests
- Ensemble skills
- Melodrama film (pre-production & final product)
- Theatre – sports competition
ENGLISH
Course content and assessment align with the Australian Curriculum.

COURSE CONTENT:
Unit 1 Shared Text - Class Play (Shakespeare)
• Varying tasks (written and oral) introduce concepts of genre and theme
• Text Analysis
• Research assignments
• Reading, translation skills and discernment encouraged
• Creative and personal writing
• Collage and creative expression

Unit 2 Media and Ethics - Advertising
• Varying tasks introduce concepts of text construction.
• Critical analysis of media / advertising
• Creation of adverts
• Ethical analysis
• Creation of a new product with accompanying advertising campaign
• Oral presentations

Unit 3 Shared Text - Class Novel
• Concepts of text construction identified and practised
• Variety of text and non-text responses (written and oral)
• Comprehension tasks
• Formal Oral presentation

Unit 4 Shared Text – Film Study or Debating
• Varying tasks encourage interpretative thinking skills
• Note taking and group discussions
• Film techniques identified and discussed
• Essay writing skills practised
• Public speaking skills developed/practised

ASSESSMENT:
• Students will be given an overview of assessment tasks (and applicable weighting) at the start of each term
• Varying tasks provide opportunity for both creative and analytical responses to texts, as well as non-text responses
• In each unit students will plan, draft and polish written pieces
• Reflective reading and comprehension skills will be developed
• Expression of understanding through a variety of media will be encouraged
• Oral communication skills will be practised
• Spelling and grammar skills will be practised

• Students will be reminded of the College’s Policy on Plagiarism, and continue to practise appropriate referencing where required.
• End of year test.

OTHER INFORMATION:
Students with diagnosed learning needs and international students have the opportunity to attend additional English classes to provide specific tailored support to assist with learning.

EXTENSION PROGRAMMES
PROPEL stands for Programs to Release Opportunities for Pupils in Extended Learning, and events are available for students who have been identified as gifted and talented. Students who have a special interest in a particular area may also be invited to participate. Identification processes can include:
• Teacher observation and nomination
• Work samples
• Student interest surveys
• Parent surveys
• Standardised achievement tests such as Raven’s Progressive Matrices
• Middle Years Attainment Test (MYAT)
• National Assessment Program – Literacy and Numeracy (NAPLAN) test
• Identification checklists
• Slosson Intelligence Test (SIT-R)
• Educational psychological testing (WISC IV)

PROPEL events provide gifted and talented students with appropriately challenging enrichment, extension and acceleration experiences. They occur through withdrawal from classes as well as lunch time and after school clubs. Events can include the Future Problem Solving, Tournament of Minds, Muscular Dystrophy Association World of Trivia, First Lego League, Brain Bee and the Oliphant Science Awards.
GEOGRAPHY

Students will learn to compare the characteristics of significant regions in Australia and the World. Explain how natural processes and human activities change environments. Explain how peoples use of natural and human environments changes over time.

COURSE CONTENT:
Current topics will include:
- Weather and climate
- Pacific Neighbours
- Sustainability and Global inequalities

These topics will be adjusted when the Australian Curriculum documents are finalised by the Australian Government.

ASSESSMENT:
Assessment of learning will take place through the use of:
- Textbooks and workbooks
- Research assignments
- Tests
- Multimodal presentations
- Group work

HEALTH

Year 9 Health aims to develop interpersonal skills and reinforce each student’s understanding of their identity in Christ. Students are encouraged to clarify their values and to implement strategies for “Positive Lifestyle Choices.”

COURSE CONTENT:
- Understanding the benefits of regular exercise and how we all have different body types (using them to the best advantage).
- Develop a greater understanding of self, addressing ways to improve ones self-concept and self-esteem.
- Understanding our identity in Christ.
- Nutrition – balancing energy output and input.
- Smoking – short and long term effects; what’s in a cigarette; how to quit.
- Decision making strategies. Assertive behaviour skills.
- Development of effective communication and anger management skills.
- Guardians of our health and safety and rating risks.
- Drugs – short and long term effects; case studies

TEACHING METHODS:
- Students view, discuss and respond to a variety of written texts
- Research
- DVDs
- Worksheets
- Class discussions
- Role-plays
- Games
- Guest speakers

ASSESSMENT:
- Workbooks
- Oral Presentations
- Research Assignments
- Participation in class activities
HISTORY

COURSE CONTENT:
The making of the Modern World

Key Questions:
What were the changing features of the movements of people from 1750 to 1918?
How did new ideas and technological developments contribute to change in this period?
What were the origin, development, significance and long-term impact of imperialism in this period?
What was the significance of World War 1?

Key concepts:
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview and Depth Study:
Investigating:
- Making a Nation
- The Industrial Revolution
- World War 1

Historical Skills:
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

HOME ECONOMICS

COURSE CONTENT:
“All Fuelled Up and Ready to Go…”

Food & Nutrition
- Kitchen safety and equipment usage (OHSW)
- cooking healthy meals for self and others
- assessing individual diet and daily nutritional requirements
- World hunger – what it is and how we can help

Textiles
- Work room safety and equipment usage (OHSW)
- Textile development
- Use and care of mixed fibres
- Textile handling – building skills
- Design and construct boxer shorts and a cushion using computer designed decoration

TEACHING METHODS:
- Demonstrations
- Practical assistance
- Visual examples
- Group and Individual Work
- Worksheets
- Student Notes
- Practically based learning
- Independent learning development

ASSESSMENT:
This includes:
- Practical sessions
- Cleaning work stations (OHSW)
- Assignments
- Use of equipment
- Homework
- Oral Presentation

Students are issued a booklet which contains all worksheets, homework and assignments.
LANGUAGE

In 2013, students who have studied French or Indonesian in Year 8 may continue with their chosen language.

COURSE CONTENT:

French

In this course we will build on the work done in Year 8, concentrating on new grammar and vocabulary, oral and aural comprehensions, conversations and French culture.

The course is based on the textbook “Allons-y” and is a prerequisite for Year 10 French.

Topics studied include:
- Introducing yourself, your family and others
- Expressing feelings and emotions
- Numbers to 1000
- Animals and pets
- Likes and dislikes
- School timetable and objects
- Comparing French/Australian school systems
- How to say the time
- Identify possessions
- Ordering food and drinks
- The weather
- Major French landmarks and regions

Indonesian

This course builds on the content of the Year 8 Indonesian course. The text used will be “Dari Kami ke Kita”. This is an exciting Middle School program which focuses on communication and intercultural language learning.

Indonesia is our closest neighbour; a country with rich cultural diversity.

Students will be exposed to a wide variety of language and cultural materials which will challenge and extend them in their understanding of Indonesian:
- Culture
- Arts
- Lifestyle
- Traditions
- Language

MATHEMATICS

Mathematics plays a crucial role in Numeracy. Year 9 Mathematics aims to provide mastery of Numeracy to prepare students for the demands of the workforce while also providing the academic basis for further studies of Mathematics at Years 10 to 12. The curriculum is taken from the Australian National Curriculum and uses a variety of resources, including the text Mathematics for Australia, Year 9.

COURSE CONTENT:
- Algebra
- Algebraic Factorisation
- Expansion and Simplification
- Indices
- Percentage
- Sets & Venn Diagrams
- Interpreting Tables and Graphs
- Coordinate Geometry - Linear equations
- Non-Linear Graphs
- Radicals and Pythagoras
- Formulae
- Simultaneous Equations
- Probability
- Measurement
- Similarity and Congruence
- Statistics
- Quadratic Equations
- Trigonometry

TEACHING METHODS:
Mathematics classes are based on Home Group classes and, as such, are mixed ability groups. Inclusive teaching methodologies are therefore used to differentiate the classroom.

Methodologies used include:
- Activity – based
- Use of technology such as computers and calculators
- Real life situations
- Practical activities
- Small group work
- Problem solving
- Bookwork
- Maths Mate – series of exercises to consolidate core skills

ASSESSMENT:
A variety of assessment models are used to report on the Australian Curriculum. Assessments include:
- Regular class tests
- Directed investigations
- Homework
- Projects
- End of year test
MUSIC

COURSE CONTENT:
50% of the course focuses on the development of practical skills.

Class Band/Choir: Students learn together and individually via practicing and performing musical works of varying styles.

Solo/Small Group Performance: Students have an opportunity each term to perform as a soloist, within a duet or as part of a small group.
50% of the course focuses on the development of theory, aural skills, arranging and composing.

Theory: Course equivalent to AMEB Grade 2. (Refer to the Music Director for more detailed information). In addition, arranging techniques and skills are furthered.

Aural: Aims to develop the student’s aural skills (melodic and rhythmic dictation etc.) concerning the concepts covered within the theory aspects of the course.

TEACHING METHODS:
The students are taught utilising various methodologies:

- Individual/Pair Instrumental Tuition (within the school or privately)
- Theory skills are learned and practised using worksheets and the software ‘Musition’
- Aural skills are learned and practised using the software ‘Auralia’
- Performance in front of peers and via various concerts.
- Band/Choir rehearsals (learning effective rehearsing techniques)
- Introduction to critiquing their own and other performances.

ASSESSMENT:
Students are given an overview of the assessment methods and tasks at the start of each term. Items assessed will include:

- Theory knowledge and application
- Performance standard on instrument (Accuracy, Technique, Musicianship)
- Behaviour and participation
- Homework tasks
- Aural ability

OTHER INFORMATION:
It is essential that all music students must undergo approximately 30 minutes of individual instrumental tuition per week. This is facilitated by instrumental tutors at school or privately. Tuition is provided at various times throughout the week with the aim to limit disruption to other subject lessons.

Students are expected to be part of at least one of the school’s extra-curricular ensembles and at times, participate in musical events outside of school hours.

As a pre-requisite for Year 9 Music, students must have completed Year 8 Music or the equivalent of AMEB Grade 1 Theory and Practical.
OUTDOOR EDUCATION

AIMS:
Much of our learning is directed at academic achievement through technological advancement. In this course we intend to address issues of leadership, teamwork, strength of character, decision making and most importantly an emphasis on the individual being made in God’s image. Through positive self image and an understanding of human dynamics we direct our students through sound decision making to make positive contributions in their communities.

Through many varied and challenging activities, students are provided with a safe and controlled environment in which to develop resilience and grow in confidence for times of adversity.

COURSE OUTLINE:

- **Pottery, woodcarving and paper made plate**
  Students make articles which they will require to eat with on camp at end of year.

- **Pre camp training and information sessions**
  Students will be prepared for particular aspects of the camp.

- **The 6 Day Camp**
  Students attend a 6 day camp at the end of the course during which they are given opportunities to put much of the theory into practice within a well structured and safe environment.

ASSESSMENT:
During the 6 day camp students earn points in terms of ‘camp dollars’ for activities they undertake. From these earnings they buy their groceries and the remainder of their savings are converted into a percentage at the conclusion of the camp which serves as the student’s final grade.

PHYSICAL EDUCATION:

AIMS:
The Physical Education program aims to introduce students to a variety of sports and activities through game play, developing tactical awareness and skill progression. This course is designed to develop awareness of the benefits of regular physical activity and to help improve general fitness among the students.

COURSE OUTLINE:
The sports and activities included are:

- Athletics
- AFL
- Basketball
- Dance (Footsteps Dance Company)
- Soccer
- Badminton
- Netball
- Volleyball
- Touch Football
- European Handball
- Tennis
- Fitness Testing

Students are encouraged to be involved in one or more of these sports (in a team or as an individual) at a school level or at a district level to promote a healthy and active lifestyle.

ASSESSMENT:
Assessment is based on student’s participation, attitude and skill development (ie individual and team contribution, tactical awareness and game play).
SCIENCE

Each year’s course is a stand alone course where aspects covered in previous years may be re-visited for further study. Topics in Year 9 form a firm basis for Year 10 Science and entry into the Senior Sciences.

AIMS:
- The world around is an amazing place. Through this course we intend to established an awareness of the wonder, diversity and intricate detail of God’s creation.
- We live in a constantly changing world. Science has and is contributing to these changes. Through Science, therefore, we intend to prepare and equip our students to fully function in this changing world.
- Science is one vehicle of understanding our body and the environment we live in. Through this course we intend to foster attitudes towards healthy living and we encourage our students to actively contribute to maintaining a healthy environment.
- The Scientific Method of developing hypotheses and answering questions allows students to develop strong problem-solving and planning skills that are applicable in all walks of life.

AUSTRALIAN CURRICULUM OUTLINE:

Biological Sciences
- Multi-cellular organisms rely on coordinated and inter-dependent internal systems

Chemical Sciences
- Chemical reactions involve rearranging atoms
- Chemical reactions involving combustion and the reaction of acids

Earth & Space Science
- Theory of plate tectonics

Physical Science
- Energy transformation

ASSESSMENT:
Students are assessed using a variety of assessment tools. The various ways in which students are assessed include:

- Topic Tests
- Practicals
- Research Projects
- Skills Tests
- Homework
- End of year test

DESIGN & TECHNOLOGY

CONTENT:
- Computer aided drawing using Autodesk Inventor or Creo
- Safety: general workshop, hand tools and machines
- Timber: students design and produce a CO2 dragster to develop their skills and abilities
- Extension projects in plastic, solid timber or plywood

OBJECTIVES:
- Demonstrate safe working habits using a range of tools and machines
- Develop ideas using sketches and simple drawings
- Work in groups and share ideas
- Follow simple drawings and procedures
- Select and use solid timber and acrylic
- Mark out, cut and shape materials with appropriate tools and equipment
- Use appropriate joining methods as needed
- Evaluate the finished products

ASSESSMENT:
- Designing
- Skills
- Knowledge and Understanding
- Computer aided drawing
CURRICULUM SUPPORT

Supplementary support is available for students who have a diagnosed Learning Difficulty or a school assessed delay in skill development (eg: two years behind peers in reading/spelling). Pupils must be identified as requiring:

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