



# 2021 CURRICULUM HANDBOOK

## YEARS 7-9

We are committed to challenging all students in their learning, promoting enthusiasm for learning, connectedness to the world and a passion for personal excellence.

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# Welcome from our Principal

Our school was created in 2014 with a vision of becoming a high performing government school of first choice in the area. We are proudly achieving this vision, with outstanding student learning growth data testament to the effectiveness of the research-based teaching and learning practices we employ at our school. Through high quality practices, we aim to create global citizens who are successful in their lives and careers and to equip them with the skills and attributes to form positive relationships.

“

**We are committed to fostering a culture of high academic expectations and high expectations of student learning, where every student is challenged and engaged in their learning.**



Our teaching and learning culture is focused on challenging and growing all students and our teachers are exemplary, passionate educators. There is an emphasis on teacher professional learning and we work closely with universities to ensure our teachers are using highly effective, research-based practices. Teachers use data to inform planning and teaching for each student, resulting in a highly personalised program that ensures each and every student is challenged in their learning regardless of their entry level. There is an emphasis on language learning at our school and our differentiated specialist French language programs have received national and international recognition.

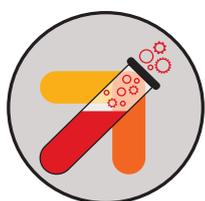
As well as our rigorous general program, we also offer an accredited Select Entry Accelerated Learning (SEAL) program and are one of a limited number of Academy of Accredited SEAL (TAASS) schools in the state. We are also an accredited International Student Provider and offer our International students a highly supportive environment and exemplary academic program.

I extend an invitation to families to come and visit on one of our scheduled school tours and observe first-hand the innovative and exciting programs that are happening in our school.

**Maria Karvouni**  
**PRINCIPAL**

# EXTRA-CURRICULAR PROGRAM

Auburn High School students are encouraged to contribute to the culture and community of our school through participation in our extensive extra-curricular programs. One of our school values is Diversity and our extra-curricular program recognises and celebrates the wide range of interests and strengths of our students. There is a wide variety of lunch time and after school clubs, activities and programs available at different times throughout the year and participation counts towards earning Extra-curricular Badges and House Colours.



## STEM



## SPORT



## ARTS



## PHILANTHROPY



## COMMUNICATION

### Extra-curricular clubs and activities include:

- Futsal Clinics
- Futsal Cup
- Written Word Book Club
- History Club
- Chess Club
- Robotics Club
- Coding Club
- Vocal Ensemble
- Rock Band
- Guitar Ensemble
- Sports team training
- Concert Band
- Yoga
- Fitness Club
- Boxercise
- Titration Club
- Debating Club
- Public Speaking Competition
- Crystal Growing Club
- Knitting Circle
- Anime/ Manga Club
- Language Club
- School Production
- French Film Club
- ...and many more.

# CURRICULUM

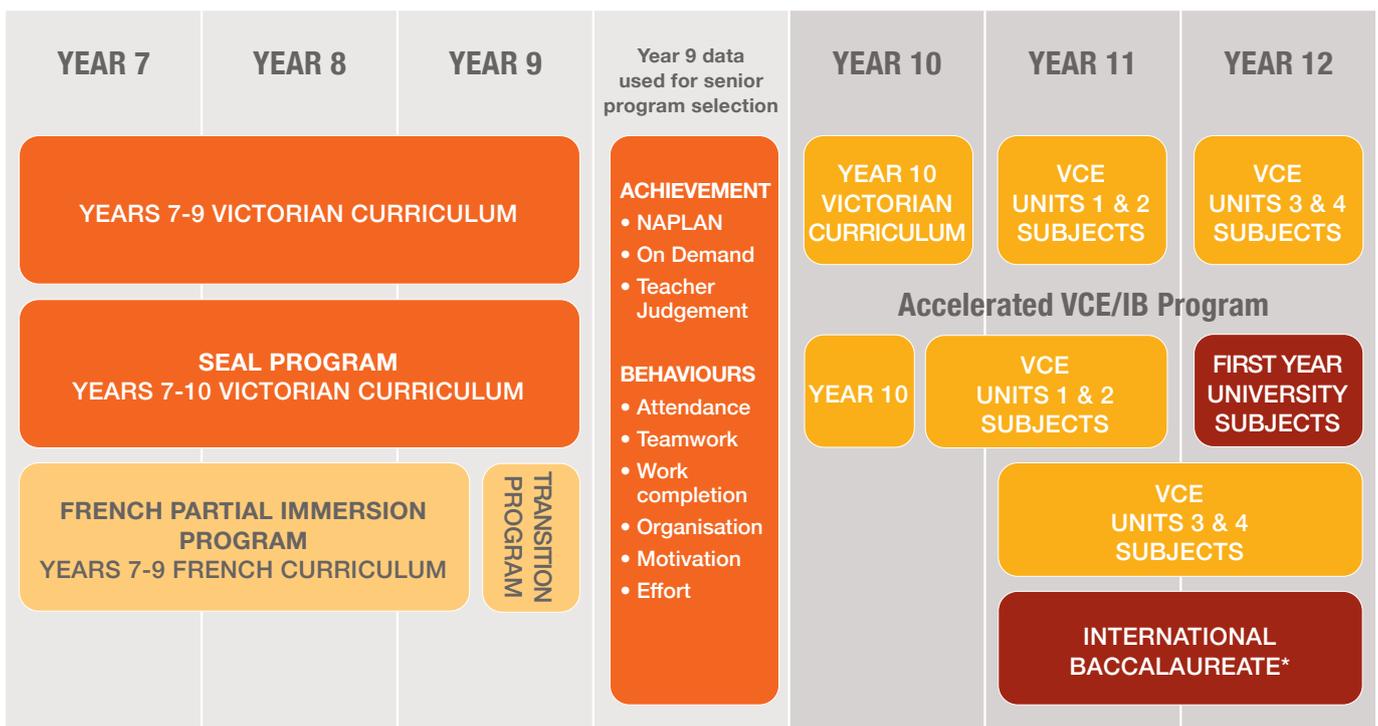
Your pathway through Years 7 to 9 depends upon your choice of program. All pathways lead to the same breadth of choice and opportunity at Year 10 and beyond.

All students have access to a highly personalised learning pathway at Year 10 including participation in the Accelerated VCE Program or general Year 10 program.

## Program structure

### Accelerated VCE Program – AVP

Acceleration is offered based on student achievement and data. More than 60% of Year 10 students at Auburn High School take at least one VCE subject.



\*The IB pathway will become available to students in 2023.

Year 7-9 students undertake their core subjects with their Tutor Group and are in mixed groups in languages, electives and Health PE.

This, combined with student leadership initiatives, House programs and camps, encourages good social relationships with the rest of the year level cohort as well as with students in other year levels.

# GENERAL CORE CURRICULUM



ENGLISH



MATHS



SCIENCE



HUMANITIES

## English

### YEAR 7

Students read and create a range of texts with a focus on developing their understanding of narrative structure. This is used as a starting point for an examination of 'The Hero's Journey' as students compare a range of classical and contemporary stories that explore what it means to be a hero. Texts studied include: *The Midnight Zoo*, *Whale Rider* & *Trash*.

### Assessment

- Text response essays
- Oral presentations
- Short stories

### YEAR 8

Students read and create a range of texts based on the study of 'Our Community'. A variety of fiction, non-fiction and media texts are studied to develop comparative writing and descriptive writing skills in exploring how old texts help to shape new texts. Students learn how to analyse texts more effectively through their study of *The Curious Incident of the Dog in the Night-Time*, *Crow Country* and a comparative study of *Edward Scissorhands* alongside *Beauty and the Beast*.

### Assessment

- Text response essays
- Comparative essays
- Short-stories
- Persuasive Writing
- Poetry
- Oral presentations



We have a strong focus on promoting teamwork and resilience, and creating good global citizens.





COMMUNICATION



PHILANTHROPY

## YEAR 9

Students learn to compare and evaluate texts through their study of the film, *The Hunger Games* and novel *Tomorrow When the War Began*. Via memoirs, Students explore what it means to be a young person in Australia and the challenges faced by different groups through an anthology of stories across the *Growing Up In Australia* series including Muslim, African, Aboriginal, Queer, Disabled and Asian. Students have the opportunity to study a selection of texts including *The Running Man* with a focus on exploring characterisation, themes, and the elements of essay and creative writing.

### Assessment

- Memoirs
- Text response essays
- Oral presentations
- Comparative essays

## ELECTIVE

### Year 9: Journalism (Semester 1)

Students work as an editorial team to create an eight page broadsheet newspaper. They are responsible for sourcing, writing and editing the paper, following the conventions of a standard newspaper today. They also include multimedia elements to suit an online audience. Upon completion of the newspaper, students undertake an in-depth study of fake news and media literacy in the 21st century in order to develop critical thinking skills.

### Year 9: Social Movements (Semester 2)

Students examine some of the key social movements, examining how various groups in society have sought equal rights. This is explored through various forms of popular culture, such as music, films, television, even advertising and fashion. Students consider the ideology behind such social movements and the ways these are expressed through various media. Protest and social values can be expressed in a variety of ways and achieve social goals with varying degrees of success. Students will become familiar with different forms of messaging in these media that they may not have noticed before.

### Assessment

- Film analysis
- Song lyric task
- Social movement presentation
- Written tasks

### Clubs

■ Debate Club	Years 7 & 8
■ Book Club	ALL

### Competitions

■ Debating	Years 7 & 8
■ Creative writing	ALL
■ Reading Challenges	ALL



ENGLISH



MATHS



SCIENCE



HUMANITIES

## Mathematics

### YEAR 7

Year 7 Mathematics challenges students' mathematical reasoning and problem solving skills in areas of number and algebra, geometry, statistics and probability. At the completion of the year, they will have explored the abstract field of algebra often for the first time. Students are introduced to building expressions using unknowns and solving them. Students work through ideas of proportional reasoning through applications to fractions, decimals and percentages.

### Assessment

In Year 7 Math teachers use skills-based tests aligned to the curriculum.

### YEAR 8

Year 8 Mathematics challenges students' mathematical reasoning and problem solving skills, utilising technology, communication, reasoning and reflection strategies. By the completion of the year, they will have explored Pythagoras' Theorem and applied it to solve real world problems. Students investigate experimental probability by testing and re-designing a game of chance and take their first steps in their long journey of exploring graphing equations.

### Assessment

In Year 8 Math teachers use skills-based tests aligned to the curriculum.





STEM

## YEAR 9

In Year 9, students continue to develop their pattern and algebraic skills, refine their factorising skills and are introduced to quadratics. Financial skills are put into practice through real life situations and the Index Laws are explored further and applied in scientific notation. Students also get their first taste of trigonometry.

### Assessment

In Year 9 Math teachers use skills-based tests aligned to the curriculum. Students also tackle an open ended problem solving task with designing an efficient packing system of tennis balls.

## ELECTIVE

### Financial Literacy (Semester duration)

This subject will explore a range of different aspects of financial literacy, including money management skills, different sources of finance, budgeting and saving, investment opportunities and enterprising behaviours. Financial literacy is a subject that will suit students who may be interested in pursuing Accounting or Business Management in the senior years.

### Assessment

- Analysis of financial data
- Case studies

### Clubs

■ Maths Club	ALL
■ Chess Club	ALL
■ Homework Club	ALL
■ Robotics Club	ALL

### Competitions

■ Australian Maths Competition	ALL
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ENGLISH



MATHS



SCIENCE



HUMANITIES

## Science

### YEAR 7

In this subject students are introduced to the principles of scientific inquiry. They learn that Science is about finding the answers to questions by testing them scientifically. They begin studies of mixtures and separating techniques in Chemistry, the classification of life in Biology, phenomena on Earth and renewability of resources in Earth Science, and forces and simple machines in Physics.

### Assessment

Assessment of student learning occurs each term though a:

- Pre-test & Post-test
- Science Practical Report

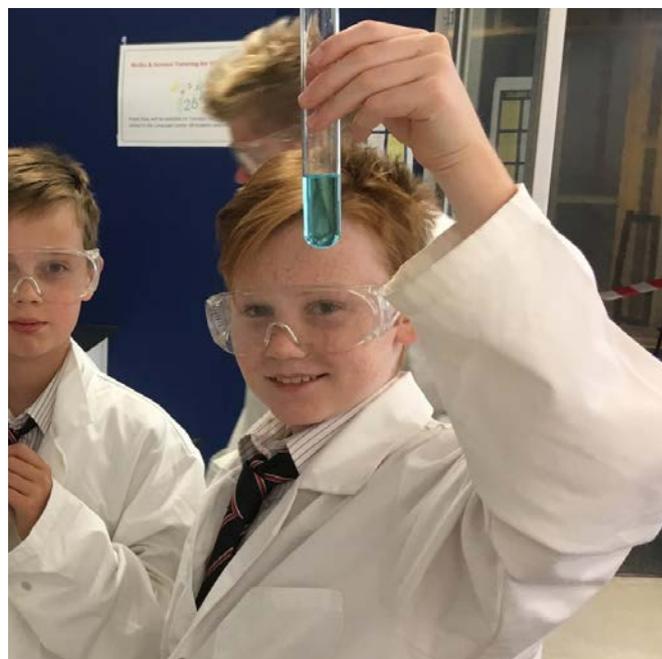
### YEAR 8

In this subject, students continue the development of their skills in science inquiry. They study cells and systems in Biology, energy transmission and the wave and particle model for light in Physics, states of matter and elements and compounds and chemical change in Chemistry and the classification and cycling of rocks and water through our environment in Earth and Space Science.

### Assessment

Assessment of student learning occurs each term though a:

- Pre-test & Post-test
- Science Practical Report





**STEM**

## YEAR 9

In this subject, students consolidate the development of their skills in scientific inquiry. In Year 9 they explore atoms, elements and chemical reactions in Chemistry, electrical energy and the connection between electrical energy and magnetisms in physics and plate tectonics in Earth Sciences. In Biology they investigate the connections within and between living things in response systems in the body and ecosystems.

### Assessment

Assessment of student learning occurs each term through a:

- Pre-test & Post-test
- Science Practical Report

## ELECTIVE

### Psychology (Semester duration)

This course provides a challenging and reflective introduction to the science of Psychology. Students consider the nature vs nurture debate in influencing what makes us who we are. They analyse the social factors that lead to the formation of attitudes, stereotypes and prejudicial behaviour. Students link this learning to the criminal justice system and consider how the reconstruction of memory is a questionable source of evidence in the conviction of innocent people.

### Assessment

- Folio
- Media Analysis
- Criminal Profiling Task

### Clubs

■ Coding club	ALL
■ Titration Club	ALL
■ Paper planes club	ALL

### Excursions

■ Moonbase, Scienceworks	Year 7
■ Space Centre Mission to Mars	Year 8

### Competitions

■ AHS Journal of Science	Years 7 & 8
■ Big Science Competition	ALL
■ Education Perfect Science Championships	ALL
■ RACI Crystal Growing	ALL
■ ConocoPhillips Science Experience	Year 9



ENGLISH



MATHS



SCIENCE



HUMANITIES

## Humanities

### YEAR 7

Students are introduced to the concepts of social cohesion and identity in society in Civics & Citizenship. They examine the economics of buying and selling in 'Shopping Spree', an introductory unit in Economics and Business. Students analyse primary and secondary sources to learn about the earliest human communities until the end of the ancient era in History, with a focus on pre-settlement Aboriginal Australia. They collect and analyse data to learn about water conservation and liveability in Geography.

### Assessment

- Source analysis
- Diversity poster
- Timeline research task
- Field work

### YEAR 8

Students examine our government and structures which support our democracy in Australia, in particular, they examine how we can make informed voting decisions in our current political climate as part of their Civics and Citizenship unit. They question how the objectives of business differ in Economics and Business Studies through examination of social enterprise, "Thankyou". Students use primary and secondary sources to compare the characteristics of Medieval warfare in Japan and Europe, and examine the causes and effects of exploration involving the Spanish conquest of Mexico in the early 1500s. Students develop topographic mapping skills to understand and explain the causes and consequences of landscapes through an examination of Hanging Rock and surrounds.

### Assessment

- Political & economic analysis
- Natural disaster oral presentation
- Samurai vs knight persuasive writing task
- Source analysis





COMMUNICATION



PHILANTHROPY

## YEAR 9

Students examine the ways in which individuals do and do not access justice in our legal system in Civics & Citizenship, followed by an examination of the impact of Australia's export trade on corporate social responsibility with a focus on the mining industry in Economics and Business. Students explore the significant events of Australian colonial history and its effects on the Indigenous population in History. They analyse the causes and consequences of WW1 and develop a research project concerning its contribution to the Australian identity. In Geography, students learn about food security and analyse case studies concerning world hunger.

### Assessment

- Source analysis
- Research report
- Case study analysis
- Spirit of ANZAC Prize competition

### Clubs

- |                |     |
|----------------|-----|
| ■ History Club | ALL |
|----------------|-----|

### Excursions

- |  |        |
|--|--------|
| ■ Geography Field Trip                                     | Year 7 |
| ■ Indigenous speaker                                       | Year 7 |
| ■ Business speaker incursion                               | Year 8 |
| ■ Field trip to Hanging Rock and Organ Pipes National Park | Year 8 |
| ■ Magistrates Court (City Project)                         | Year 9 |
| ■ Indigenous Australia walk                                | Year 9 |

### Competitions

- |                         |        |
|-------------------------|--------|
| ■ Spirit of Anzac Prize | Year 9 |
|-------------------------|--------|

# SEAL CORE CURRICULUM



ENGLISH



MATHS



SCIENCE



HUMANITIES

## SEAL English

### YEAR 1 (UNDERTAKEN IN YEAR 7)

Students study Identity and The Power of Persuasion during their first term in SEAL English. In their second term they investigate the universal and enduring understanding of the 'The Hero's Journey' in literature through their analysis of *The Odyssey* and Percy Jackson. In Term 3 they study the language of storytelling and narrative prose in their study of *Things a Map Won't Show You*. By Term 4, students finish the year with an exploration of Shakespearean language in *Much Ado About Nothing*.

#### Assessment

- Text response essays
- Comparative essays
- Short stories
- Persuasive writing
- Oral presentations
- Creative

### YEAR 2 (UNDERTAKEN IN YEAR 8)

Students read and create a range of classic and contemporary texts with a focus on different text types and how they influence on another. Students are introduced to graphic novels and the relationship between film and literature through *The Invention of Hugo Cabret*, while undertaking a comparative study of *Hidden Figures* and *All American Boys*. A range of fiction, non-fiction and media texts are studied to develop both creative and language analysis writing skills.

#### Assessment

- Text response essays
- Comparative essays
- Short stories
- Poetry
- Persuasive writing
- Oral presentations





COMMUNICATION



PHILANTHROPY

### YEAR 3 (UNDERTAKEN IN YEAR 9)

Students begin the year studying *Jasper Jones*. They study the contextual themes of racism and inclusion. They explore and debate a wide range of media issues and how opinion is presented. Students then study the Shakespearean play, *Romeo and Juliet* alongside the film *Moonrise Kingdom*.

In Semester two, students complete an English Language elective. This elective explores the uniqueness of human communication and linguistics in conjunction with *Animal Farm*.

#### Assessment

- Tests
- Text essays
- Comparative essays
- Short stories
- Poetry
- Persuasive writing
- Oral presentations

#### Clubs

■ Debate Club	ALL
■ Book Club	ALL

#### Competitions

■ Creative writing	ALL
■ Reading Challenges	ALL
■ Debating	Years 8 & 9



ENGLISH



MATHS



SCIENCE



HUMANITIES

## SEAL Mathematics

### YEAR 1 (UNDERTAKEN IN YEAR 7)

Year 7 SEAL Maths challenges students' mathematical reasoning and problem solving skills, in areas of number patterns, index numbers, negative numbers, measurement, geometry, probability, data and algebra. Students begin from what they already know, and build new skills through direct instruction, self-guided learning and the use of ICT.

#### Assessment

In Mathematics teachers use a range of assessment types including formal testing, extended research tasks and investigations, analysis and problem solving projects in conjunction with informal assessment.

### YEAR 2 (UNDERTAKEN IN YEAR 8)

Year 8 SEAL Maths continues to develop students' mathematical thinking and problem solving in areas of mathematics, including graphing linear equations, right-angle triangle calculations using Pythagoras' theorem and trigonometry and applying index laws in scientific notation. Students begin from what they already know, and build new skills through direct instruction, self-guided learning and the use of ICT.

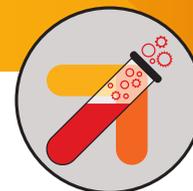
#### Assessment

In Mathematics, teachers use a range of assessment types including formal testing, extended research tasks and investigations, analysis and problem solving projects in conjunction with informal assessment.

“

SEAL Maths challenges students' mathematical reasoning and problem solving skills.





STEM

### YEAR 3 (UNDERTAKEN IN YEAR 9)

Year 9 Seal Mathematics is a differentiated course, as there is a large breadth of Year 10 knowledge that is covered. This course will focus on more complex algebraic skills involving surds and introduce graphing quadratics. Other aspects of the course may include financial maths, complex trigonometry, statistical analysis and interpreting and graphing linear equations. Students will be challenged beyond simple fluency skills and be asked to investigate proofs and provide reasoning for their responses.

### Assessment

In Mathematics, teachers use a range of assessment types, including formal testing, extended research tasks and investigations, analysis and problem solving projects in conjunction with informal assessment.

#### Clubs

■ Maths Club	Year 7
■ Maths Tutoring	Years 8 & 9
■ Chess Club	ALL
■ Robotics Club	ALL

#### Competitions

■ Australian Maths Competition	ALL
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ENGLISH



MATHS



SCIENCE



HUMANITIES

## SEAL Science

### YEAR 1 (UNDERTAKEN IN YEAR 7)

In this subject students are introduced to the principles of scientific inquiry. They learn that Science is about finding the answers to questions by testing them scientifically. They begin studies of mixtures and separating techniques in Chemistry, the classification of life in Biology, the water cycle and phenomena on Earth and renewability of resources in Earth Science, and forces and simple machines in Physics. They begin studies in Year 8 Chemistry as they explore states of matter, elements, compounds and mixtures and chemical change.

#### Assessment

Assessment of student learning occurs each term through a:

- Pre-test & Post-test
- Science Practical Report

### YEAR 2 (UNDERTAKEN IN YEAR 8)

In this subject, students continue the development of their skills in science inquiry. They study cells and systems in Biology and energy transmission and the wave and particle model for light in Physics. In Earth and Space Science students explore the rock cycle, geological time, the history and structure of the Earth and plate tectonics. They begin studying the Year 9 Chemistry curriculum where they explore atoms, elements and chemical reactions.

#### Assessment

Assessment of student learning occurs each term through a:

- Pre-test & Post-test
- Science Practical Report

“

The SEAL program brings together like-minded, high-achieving students, giving them a sense of belonging and extending them to fulfil their potential.





STEM

### YEAR 3 (UNDERTAKEN IN YEAR 9)

In this subject, students consolidate the development of their skills in Science inquiry. In semester one, students explore the connection between the electrical energy and magnetism and how it is used to generate power. They also investigate the body system and the interconnected nature of the body. They learn on how the body responds to stimuli and how it defends itself. In Semester two, students undertake one of our suite of Year 10 electives combining Biology, Chemistry, Physics or Psychology to explore the world around us.

### Assessment

Assessment of student learning occurs each term through a:

- Pre-test & Post-test
- Science Practical Report

### Clubs

■ Coding club	ALL
■ Titration Club	ALL
■ Paper planes club	ALL

### Excursions

■ Moonbase, Scienceworks	Year 7
■ Space Centre Mission to Mars	Year 8

### Competitions

■ Big Science Competition	ALL
■ Education Perfect Science Championships	ALL
■ RACI Crystal Growing	ALL
■ ConocoPhillips Science Experience	ALL



ENGLISH



MATHS



SCIENCE



HUMANITIES

## SEAL Humanities

### YEAR 1 (UNDERTAKEN IN YEAR 7)

In Year 7 SEAL Humanities, students consider the value of identity and cohesion in society in Civics & Citizenship, and the ethics of business through an examination of 'Cotton On' in Economics and Business. Students analyse primary and secondary sources to prepare a comparative essay on ancient era in History as well as examining evidence regarding Aboriginal Australia presettlement. They plan and run a field study that evaluates the liveability of a local suburb in Geography.

#### Assessment

- Source analysis
- Comparative essay
- Field report
- Fashion brand business report

### YEAR 2 (UNDERTAKEN IN YEAR 8)

In Year 8 SEAL Humanities, students examine factional politics and populism in Civics and Citizenship, and how the objectives of businesses differ in Economics and Business through an examination of the McDonalds corporation through the film "The Founder". Students compare and evaluate the characteristics of medieval civilisations of Europe and Japan, and examine the causes and effects of exploration involving the Spanish conquest of Mexico in the early 1500s. They develop topographic and choropleth mapping skills to explain and evaluate landscapes involving examination of Hanging Rock and impacts of geological natural disasters.

#### Assessment

- Source analysis
- Media investigation
- Oral presentation
- Historical character performance oral
- Natural disaster research essay





COMMUNICATION



PHILANTHROPY

### YEAR 3 (UNDERTAKEN IN YEAR 9)

In Year 9 SEAL Humanities, students examine and compare the ways in which individuals do and do not access justice in our legal system in Civics and Citizenship, followed by an examination of the impact of Australia's export trade on corporate social responsibility with a focus on the mining industry in Economics and Business. Students explore the ways Indigenous Australians fought for and continue to fight for rights in Australia since settlement in 1788 and how WW1 influenced the changing roles of women in society. Students develop an understanding of the key indicators of human wellbeing, and how quality of life can be impacted by food and water insecurity.

#### Assessment

- Law case study analysis
- Corporate Social Responsibility research task
- Source Analysis
- Oral Presentation
- Spirit of ANZAC Prize research project
- Food Security Case Study



We teach our students life skills and habits that will provide a strong foundation for their learning and create success in their lives both at and beyond school.

#### Clubs

- |                |     |
|----------------|-----|
| ■ History Club | ALL |
|----------------|-----|

#### Excursions

- |  |        |
|--|--------|
| ■ Geography Field Trip                                     | Year 7 |
| ■ Indigenous speaker                                       | Year 7 |
| ■ Business speaker incursion                               | Year 8 |
| ■ Field trip to Hanging Rock and Organ Pipes National Park | Year 8 |
| ■ Magistrates Court (City Project)                         | Year 9 |
| ■ Indigenous Australia walk                                | Year 9 |

#### Competitions

- |                         |        |
|-------------------------|--------|
| ■ Spirit of Anzac Prize | Year 9 |
|-------------------------|--------|

# FRENCH BINATIONAL CURRICULUM



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational – French Literature

### YEAR 7 – 5ème Français

Students are introduced to French literature with a focus on methodology in Term 1. They explore a range of texts from the Middle Ages to the 20th Century, through narrative texts mainly. They study adventure novels, travel diaries from the Great discoveries and Middle Ages' chivalry stories, Students approach poetry and figurative language, reading, reciting poems and creating one to participate in the Prix des écoles françaises. They explore drama with a focus on comedies from the 17th century, improvisation and role plays.

### Assessment

- Tests
- Text analysis
- Creative writing
- Sketches
- Grammar and spelling
- Oral presentations

### Year 8 French – 4ème Français

Students read realistic and fantasy novels from the 19th and 20th Centuries and they learn to compare the texts with movies in the same genre. They explore press and medias and the different ways journalists report news, express an opinion and influence the public. In poetry, students study lyricism and its links to romanticism in painting, understanding rhythm, intonation and figurative language and creating their own poem. They study the relationships between master and servant in French comedies of the 17th century and how their evolution in the 18th century relates to the ideas of the French Revolution.

### Assessment

- Tests
- Text analysis
- Creative writing
- Persuasive writing
- Grammar and spelling
- Oral presentations





## Year 9 French – 3ème Français

Students explore the extraordinary diversity of the literature of the 20th and 21st Centuries. Short stories, poems, texts and novels about WW1 and WW2, autobiography, dramas and plays will give them a new insight into our world through the perspective of contemporary literature. They continue to practice their skills in writing with a focus on persuasive writing and develop their abilities to defend an opinion in oral presentations. They investigate the use of humour, irony, controversy to convey an opinion and analyse the way a science fiction movie looks at our society. They prepare for the DELF B2 at the end of the year and are encouraged to sit the exam if they are ready.

### Assessment

- Tests
- Text analysis
- Creative writing
- Persuasive writing
- Grammar and spelling
- Oral presentations

## Year 9 French – Journalism in French

### (Semester one)

In Term 1, French Binational students focus on consolidating and extending their French writing skills to write in a newsbased style. In Term 2, they practice their public speaking skills as they collaboratively prepare and record a news bulletin in French, including headline stories, interviews, as well as a sport and a weather report.

### Assessment

- Speaking tasks
- Writing tasks

### Clubs

■ French Movies	ALL
■ Brevet Study Group	Year 9

### Excursions

■ Theatre / Role Play	Year 7
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### Competitions

■ Berthe Mouchette Competition	ALL
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FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational English

### YEAR 7

Students create a range of texts based on the study of 'The Hero's Journey'. A variety of fiction, non-fiction and media texts are studied to develop analytical essay writing and descriptive writing skills. Persuasive devices are explored in written work and debating. The excursion to ACMI will help students understand the film, *Whale Rider*, on a deeper level.

#### Assessment

- Tests & text response essays
- Oral presentations
- Short stories
- Persuasive essay

### YEAR 8

Students create a range of texts based on the study of 'Our Community'. A variety of fiction, non-fiction and media texts are studied to develop comparative writing and descriptive writing skills in exploring how old texts help to shape new texts. Students learn how to analyse texts more effectively through their study of *The Curious Incident of the Dog in the Night-Time* and *Crow Country* and understand the context, 'Australian Identity and Landscape' on a deeper level.

#### Assessment

- Tests
- Text essays
- Comparative essays
- Short-stories
- Persuasive writing
- Poetry
- Oral presentations



COMMUNICATION



PHILANTHROPY

## YEAR 9

Students learn to compare and evaluate texts through their study of the films, *The Hunger Games* and *Tomorrow When the War Began*. Persuasive devices are explored in their study of *The Power of Advertising*. Students have the opportunity to study a selection of texts focusing on exploring characterisation, themes, and the elements of essay and creative writing.

### Assessment

- Text essays
- Comparative essays
- Short stories
- Oral presentations
- Advertising analysis

### Clubs

■ Debate Club	Years 7 & 8
■ Book Club	ALL

### Excursions

■ Australian Centre for the Moving image	Year 7
■ National Gallery of Victoria and Yarra Cruise	Year 8
■ Melbourne Writers' Festival	Year 9

### Competitions

■ Debating	Years 7 & 8
■ Creative writing	ALL
■ Reading Challenges	ALL



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational Mathematics

### YEAR7 MATHS – 5ÈME MATHÉMATIQUES

In Year 7 Mathematics in the French Binational program, students develop their maths fluency, reasoning and problem solving skills in areas of Number and Algebra, Geometry and Statistics and Probability. They start to write proofs and are challenged to think in a more abstract way. ICT skills are also developed with the introduction of new tools to use for maths enquiries. A skill-based framework is used to monitor progress and develop students' ownership of their learning.

#### Assessment

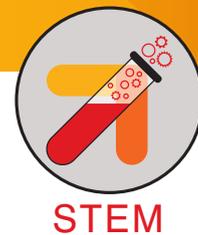
- Formal tests
- Extended Investigations
- Analysis and problem-solving projects
- Informal assessments

### YEAR 8 MATHS – 4ÈME MATHÉMATIQUES

In Year 8 Mathematics in the French Binational program, students continue to develop their Maths fluency, reasoning and problem solving skills in areas of Number and Algebra, Geometry and Statistics and Probability. They write more complex proofs and demonstrate connections between areas of learning. ICT skills are reinforced and used for Maths enquiries. A skill-based framework is used to monitor progress and develop students' ownership of their learning.

#### Assessment

- Formal tests
- Extended Investigations
- Analysis and problem-solving projects
- Informal assessments



STEM

## YEAR 9 MATHS – 3ÈME MATHÉMATIQUES

In Year 9 Mathematics in the French Binational program, students consolidate their maths fluency, reasoning and problem solving skills, in areas of Number and Algebra, Geometry and Statistics and Probability. ICT skills are reinforced and used for Maths enquiries. A skill-based framework is used to monitor progress and develop students' ownership of their learning as they prepare for their final exam Diplôme national du brevet. Students will be challenged beyond simple fluency skills and be asked to investigate proofs and provide reasoning for their responses. In Semester 2, students refine and extend their skill and knowledge against the Victorian Curriculum.

### Assessment

- Formal tests
- Extended Investigations
- Analysis and problem-solving projects
- Informal assessments

### Clubs

■ Maths in French	ALL
■ Tutoring Club	ALL

### Excursions

■ Le Kangourou des Mathematiques	Years 7 & 8
■ Australian Maths Competition (AMC) <i>(optional)</i>	ALL

### Competitions

■ Le Kangourou des Mathematiques	ALL
■ iCAS <i>(optional for Years 8 &amp; 9)</i>	ALL



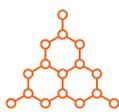
FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational Science

### YEAR 7 SCIENCE – 5ÈME SVT & PC

In this subject, students are introduced to the principles of scientific inquiry. They learn that Science is about finding the answers to questions by testing them scientifically. The content taught covers the two French Science disciplines: SVT (Biology and Earth Science) and Physique-Chimie (Physics and Chemistry). They begin studies of nutrition and how the body commands, regulates and responds to physical activity in Biology, the state of matter, mixtures and pure substances in Chemistry. In Earth science they learn about Earth and the solar system, Earth climate and natural disasters' prediction/prevention and movement interaction and light propagation in Physics.

#### Assessment

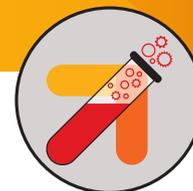
- Diagnostic and formative assessment
- Summative post-tests
- Investigation tasks

### YEAR 8 SCIENCE – 4ÈME SVT AND PC

In this subject, students continue the development of their skills within their scientific inquiry. They study electrical circuits and the law of electricity, forces and gravitation in Physics, physical and chemical changes, combustions and masse volumique in Chemistry. In Earth science they continue to learn about geological hazards, plaque tectonic and different geological Geological time scale and ecosystems, human reproduction hormonal and neural systems in Biology.

#### Assessment

- Diagnostic and formative assessment
- Summative post-tests
- Investigation tasks



STEM

## YEAR 9 SCIENCE – 3ÈME SVT & PC

In this subject, students consolidate their skills within their scientific inquiry. They also prepare to sit their French Science examination for the Brevet in June. In Year 9 they explore atoms, elements and chemical reactions in Chemistry, electrical energy, energy consumption and the wave and particle model for light and sound in Physics and renewability of resources in Earth Science. In Biology they investigate cells, the immune system response and its public health implications, heritability and elements of genetics.

### Assessment

- Diagnostic and formative assessment
- Summative post-tests
- Investigation tasks

### Clubs

■ Robotics	ALL
■ Girls Who Code	ALL
■ Club DNB	Year 9

### Excursions

■ Moonbase, Scienceworks	Year 7
■ Space Centre Mission to Mars	Year 8

### Competitions

■ AHS Journal of science	Years 7 & 8
■ Big Science Competition	ALL
■ Education Perfect Science Championships	ALL
■ RACI Crystal Growing	ALL
■ ConocoPhillips Science Experience	Year 9



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational Humanities

### YEAR 7 HUMANITIES – 5ÈME HISTORIE- GÉOGRAPHIE, EDUCATION CIVIQUE

In History, students analyse primary and secondary sources to explore European societies from the Early Middle Ages to Modern Times with a focus on France. In Geography, they will investigate the causes and consequences of demographic growth, wealth inequality, global change as well technological and industrial risks. In Civics and Citizenship, they will reflect on the concepts of identity, diversity and equality.

#### Assessment

- Short answer questions
- Vocabulary tests
- Source analyses
- Mapping
- Oral presentations

### YEAR 8 HUMANITIES – 4ÈME HISTORIE- GÉOGRAPHIE, EDUCATION CIVIQUE

In History, students analyse primary and secondary sources to explore Europe in the 18th and 19th century with a focus on France, from the Enlightenment to the eve of WW1. In Geography, they will investigate the causes and consequences of urbanisation and globalisation in the different parts of the world. In Civics and Citizenship, they will reflect on the concepts of freedom and law.

#### Assessment

- Structured paragraphs
- Vocabulary tests
- Source analyses
- Mapping
- Oral presentations



COMMUNICATION



PHILANTHROPY

## YEAR 9 HUMANITIES – 3ÈME HISTORIE- GÉOGRAPHIE, EDUCATION CIVIQUE

In History, students analyse primary and secondary sources to explore the world from WW1 until the fall of the USSR with a focus on France. In Geography, they study the French and European territories and their connections to the rest of the world. In Civics and Citizenship, they examine the political, military and humanitarian engagements of international organisations such as the United Nations.

### Assessment

- Structured essays
- Vocabulary tests
- Source analyses
- Mapping
- Oral presentations
- Diplôme National du Brevet

### Clubs

- |                    |             |
|--------------------|-------------|
| ■ Christmas Market | Years 7 & 8 |
|--------------------|-------------|

### Excursions

- |                     |        |
|---------------------|--------|
| ■ Parliament House  | Year 7 |
| ■ SBS / News Making | Year 8 |
| ■ Melbourne Museum  | Year 8 |

### Competitions

- |  |     |
|--|-----|
| ■ Australian Geography Competition ( <i>optional</i> ) | ALL |
|--|-----|



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

## French Binational Language: Spanish

### YEAR 8 SPANISH – 4ÈME LV 2

From Term 4 of their Year 7, students start to learn an additional language as per the French Curriculum requirement. This is done through the support of after-school classes with a dedicated teacher. In their first year, students explore alphabet, spelling, greetings – farewells, dates and times, numbers, as well as interacting with the teacher and peers to exchange information about self, family and friends. They also practice pronunciation and intonation in Spanish, to distinguish between statements, questions and exclamations.

#### Assessment

- Group work
- Written Vocabulary and grammar tests
- Games
- Education Perfect tasks

### YEAR 9 SPANISH – 3ÈME LV 2

In Year 9, students continue to learn an additional language as per the French curriculum requirement. In their second-year students extend their knowledge to apply gender and number agreement to articles, nouns and adjectives, they learn to apply grammatical rules in relation to conjugation of verbs, and apply Spanish writing conventions such as inverted question and exclamation marks. They use modelled phrases and sentences to describe in simple terms information, leisure activities, likes and dislikes.

#### Assessment

- Group work
- Written Vocabulary and grammar tests
- Games
- Education Perfect tasks

#### Excursions & Incursions

■ Spanish films	Years 8 & 9
■ Spanish food incursion	Years 8 & 9

## Education For Life (E4L)

### YEAR 7

Education For Life (E4L) is Auburn High School's 'life skills' subject focussing on social, emotional and cognitive skills inside the academic and cultural life of the school and beyond. Year 7s are introduced to important skills for entering high school from organising their locker to scheduling homework. Students reflect on how they can build on their character strengths and increase grit and develop skills through making juggling balls in teams. Students examine social support systems through reflecting on the film "Wonder" and various episodes of "The Wonder Years". The year ends with an early look at careers prospects into the future.

#### Assessment

- Positivity Powerpoint
- Reflective essay
- Reflective questions
- Interesting job presentation

### YEAR 8

Education For Life (E4L) in Year 8 covers a large variety of important psychological research findings about wellbeing in young people. Students examine intrinsic versus extrinsic motivation in achieving tasks and set goals for study using SMART. They also focus on developing a growth mindset, increasing resilience, and savouring positive experiences. Friendship disputes, social comparison, academic dishonesty and growing academic independence are explored through episodes of "The Wonder Years".

#### Assessment

- Motivation Powerpoint
- Reflective essay
- Savouring journal
- Careers knowledge test

### YEAR 9

In Education For Life (E4L), Year 9 students focus on character strengths, growth mindset, optimism and managing emotions. Careers focus increases through writing workshops examining resumés and cover letters in preparation for the Simulated Job Interview program arranged in partnership with Rotary. Students consider life meaning through the film "Groundhog Day" and respectful relationships through "The Wonder Years".

#### Assessment

- "Using my Strengths" Powerpoint
- Cover letter and resume
- Simulated Job Interview
- Optimism test
- Reflective essay

#### Excursions & Incursions

- |                                   |        |
|-----------------------------------|--------|
| ■ City Project                    | Year 9 |
| ■ Simulated Job Interview program | Year 9 |

#### Competitions

- |   |     |
|---|-----|
| ■ DARE Social and Community Awareness Award | ALL |
|---|-----|

## Health and Physical Education

### YEAR 7

In Physical Education, students practise and develop specialised movement skills to suit different movement situations by participating in a range of practical activities, including minor games, Australian Rules Football, softcrosse, tennis, badminton and table tennis. To refine their skills, students learn how to analyse their own and others' performance using a range of technologies. Students explore different ways to modify rules and scoring systems to promote fair play, safety and participation and use these skills to create their own minor games to teach to local primary school students. Students also undertake and experience a range of roles and team responsibilities i.e. player, captain, coach, umpire, scorer and commentator.

In Health Education, students investigate how to take positive action to enhance their own and others' health, safety and wellbeing through studying cyber safety, nutrition and puberty. Students develop skills and strategies to safely navigate online environments, to make informed decisions when buying and making food, and to manage personal, physical and social changes that occur as they grow older.

### Assessment

- Skills and teamwork assessments
- Performance analysis
- Compare and contrast
- Game creation
- Research project
- Written test



### YEAR 8

In Physical Education, students continue to practise and develop specialised movement skills to suit different movement situations by participating in a range of practical activities, including minor games, volleyball, badminton and hockey. Students apply the elements of movement to compose and perform a creative group dance to music. Students also participate in culturally significant physical activities from around the globe and explore links to the culture and heritage of the country of origin of these activities.

In Health, students investigate strategies which promote their own and others' health, safety and wellbeing at home, at school and in the community through studying about drugs and alcohol, mental health and wellbeing, and respectful relationships. Students develop skills and strategies to regulate and support their mental health and wellbeing, to make safe and informed choices in challenging situations, and to maintain respectful relationships.

### Assessment

- Skills and teamwork assessments
- Skills analysis
- Creative dance
- Cultural games
- Oral presentations





## SPORT

### YEAR 9

In Physical Education, students apply specialised movement skills and complex strategies in different movement environments by participating in a range of practical activities including cricket, netball, basketball and soccer. Students also develop and practise their ability to demonstrate leadership and to collaborate with others in teams which includes learning about how to successfully fulfil a variety of team roles i.e. player, captain, coach, umpire, scorer and commentator.

In Health, students identify and analyse factors that contribute to positive respectful relationships as well as evaluating the outcomes of emotional responses to different situations within relationships. Students also develop skills, including CPR and basic first aid, to manage situations where their own health or others' health, safety and/or wellbeing may be at risk.

### Assessment

- Skills and teamwork assessments
- Written and practical tests

### ELECTIVES

#### Year 9: Sport Science (Semester duration)

Students examine the science of sport by investigating how different body systems respond to physical exercise and by analysing the biomechanics of movement. Various technologies, such as heart rate monitors and GPS systems, are used by students to collect physical exercise data from which they learn to analyse and draw conclusions. Students participate in a range of physical activities which demonstrate and consolidate the theoretical understanding of the science of sport. This subject provides a great platform for students considering studying Physical Education in VCE.

#### Year 9: Coaching (Semester duration)

This subject will provide students will the opportunity to build and develop their coaching skills to be able to coach students from a local primary school/s in a sport of their choice. Students will learn about different coaching styles (authoritarian, democratic, casual, Laissez-faire) and how to implement them as a coach. Additionally, students will also learn how to adapt their coaching to work with diverse populations e.g. people with disabilities, different ethnic groups etc. Reflection and evaluation are a key component of students developing their coaching skills within this unit.

#### Clubs

■ Boxing	ALL
■ Running Club	ALL

#### Excursions

■ Inter-school Sport	ALL
----------------------	-----

#### Competitions

■ Athletics carnival	ALL
■ Cross country	ALL
■ Colour run	ALL
■ Inter-school sport	ALL
■ Swimming carnival	ALL
■ Victorian Interschools Snowsports Championships	ALL
■ Victorian Interschool Cycling Series (VICS)	ALL

## Language: French

### YEAR 7

Students learn French through AIM (Accelerative Integrated Method), a teaching method using high frequency vocabulary, introduced with gestures and contextualised in stories, drama, songs and dance, which allows students to rapidly develop their speaking, listening, reading and writing skills. They reinforce their learning of vocabulary through the online platform Education Perfect. They also learn about French culture and the French-speaking world, through the study of films and other cultural products.

#### Assessment

- Speaking tasks
- Writing, reading and listening tasks
- Vocabulary and grammar tests

### YEAR 7 FPIP FRENCH

The French class is based on the Foundation-10 learning sequence of the Victorian curriculum, which was specifically designed for students who began to learn the language in primary school and who can demonstrate a high level of proficiency in French. In Year 7, French is consistently used for classroom interactions by the teacher and students alike. Students expand their range of vocabulary beyond their immediate world whilst studying topics such as the French-speaking world and the media. They review, use with increasing accuracy and learn grammatical concepts such as conjugation, tenses, agreements. They use metalanguage to explain language features and elements, using appropriate grammatical terms. They will also learn about French culture and the French-speaking world, through the study of songs, films and short stories for example.

#### Assessment

- Vocabulary and grammar tests
- Listening, reading writing and speaking tasks including role plays and oral presentations

### YEAR 8

In Semester 1, students learn French through AIM (Accelerative Integrated Method), a teaching method using high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance, which allows students to rapidly develop their speaking, listening, reading and writing skills. Students reinforce their learning of vocabulary through the online portal Education Perfect.

In Semester 2, they start working with a textbook and explore topics ranging food to urban life. They will also learn about French culture and the French-speaking world through the study of films and other cultural products. Students become increasingly able to communicate in French, both in the classroom and beyond.

### YEAR 8 FPIP FRENCH

The French class is based on the Foundation-10 learning sequence of the Victorian curriculum, which is specifically designed for students who began to learn the language in primary school and can demonstrate a high level of proficiency in French. In Year 8, French is consistently used for classroom interactions by the teacher and students alike. Students will further expand their range of vocabulary and grammar whilst continuing to develop their speaking, listening, reading and writing skills with the aim of sitting the DELF B1 examination at the end of Year 9. They will also learn more about French culture and the French-speaking world through the study of cultural products such as festivals, traditions and films.

#### Assessment

- Speaking tasks including oral presentations and roleplays
- Writing, reading and listening tasks
- Vocabulary and grammar tests



## YEAR 9

In Year 9, students continue developing their speaking, listening, reading and writing skills and become more fluent and accurate in French. Topics of study include: friendships, sustainable development, the media, real and imaginary heroes. Students also learn about French culture and the French-speaking world, through the study of songs, films and other cultural products.

### Assessment

- Speaking tasks
- Writing, reading and listening tasks
- Vocabulary and grammar tests



There is an emphasis on language learning at our school.



## YEAR 9 ACCELERATED FRENCH

The French Accelerated class is based on the Foundation-10 learning sequence of the Victorian curriculum, which is specifically designed for students who began to learn the language in primary school and can demonstrate a high level of proficiency in French. In Year 9, French is consistently used for classroom interactions by the teacher and students alike. Students will continue building on the linguistic and cultural foundations acquired in Years 7 and 8 with the aim to sit the B1 examination at the end of the year. Students may be eligible to enrol in French Units 1 & 2 in Year 10 subject to academic achievement and teacher recommendation.

### Assessment

- Speaking tasks including roleplays and interviews
- Writing, reading and listening tasks
- Vocabulary and grammar tests



## Language: French continued...

### YEAR 9 FRENCH EXTENSION ELECTIVE

#### Media in French (Semester two)

In Term 3, students focus on extending their creative writing and speaking skills to create a French audio-book that includes sound effects and music. In term 4, they learn how to write in a news-based style and practice their public speaking skills as they collaboratively prepare and record a news bulletin in French including headline stories, interviews, as well as a sport and a weather report. This elective is open to all students who enjoy French and are at least At the Level in Year 8 French, but it is not available to French Binational students.

#### Assessment

- Speaking tasks
- Writing, reading and listening tasks
- Vocabulary and grammar tests

#### Clubs

- |                 |     |
|-----------------|-----|
| ■ French Movies | ALL |
|-----------------|-----|

#### Excursions & Incursions

- |   |        |
|---|--------|
| ■ Bugs in French, Melbourne Museum  | Year 7 |
| ■ French events around Melbourne, such as the Alliance Française French Film Festival and Bastille Day and Paris to Provence market | ALL    |
| ■ Incursions involving activities such as French cooking, drama and sport   | ALL    |

#### Competitions

- |  |     |
|--|-----|
| ■ Education Perfect Languages Championship               | ALL |
| ■ Alliance Française Berthe Mouchette Poetry Competition | ALL |
| ■ Dis-moi dix mots                                       | ALL |

## FRENCH SPECIALIST PROGRAMS

Auburn High School offers two French specialist programs from Year 7 to 9: the French Partial Immersion Program and the French Binational Program.



	FRENCH PARTIAL IMMERSION PROGRAM	FRENCH BINATIONAL PROGRAM
<b>AUDIENCE</b>	Students proficient in French	Students highly proficient in French
<b>CURRICULUM TAUGHT IN FRENCH</b>	French language and Science	French literature, Humanities, Math and Science
<b>PROPORTION OF CURRICULUM IN FRENCH</b>	26% (13 hours per fortnight)	50% (25 hours per fortnight)
<b>CURRICULUM TAUGHT</b>	<ul style="list-style-type: none"> <li>– All subjects are based on the Victorian Curriculum.</li> <li>– French language classes follow the Foundation to 10 learning sequence designed for students who started their French studies in primary school.</li> </ul>	<ul style="list-style-type: none"> <li>– Subjects taught in French are based on the French curriculum.</li> <li>– Subjects taught in English follow the Victorian curriculum.</li> </ul>
<b>FOCUS OF FRENCH CLASSES</b>	Developing listening, reading, speaking and writing skills as well as vocabulary and grammar.	Developing skills to analyse French literature and write text essays.
<b>GOAL OF THE PROGRAM</b>	<ul style="list-style-type: none"> <li>– Extending and challenging students through advanced French classes and science taught in French.</li> <li>– Preparing students to sit the DELF B1 exam in Year 9.</li> </ul>	<ul style="list-style-type: none"> <li>– Offering the opportunity to study part of the French curriculum in a multicultural atmosphere.</li> <li>– Preparing students to sit the Brevet exam in Year 9.</li> </ul>
<p>Allowing students to accelerate French Units 1 and 2 in Year 10 subject to academic achievements, learning behaviours and teacher judgement.</p>		

### Comparing

#### FPIP

- 25 % in French
- Teaching Vic Curriculum in French (bilingual immersion)
- Explicitly teaching language, structure and grammar required for VCE & IB
- French immersion subject provides relevance and extension

#### FBN

- 51% in French
- French Curriculum taught
- Preparation for French exam year 9 (Brevet) Fast pace
- Requires high command Grammar/structure
- Builds skills to read and analyse complex text as a native speaker

- **Both will challenge students and will allow VCE acceleration in year 10.**
- **Both will allow extended language skills acquisition.**

# Visual Communication & Design

## YEAR 7 (SEMESTER DURATION)

In Visual Communication and Design (VCD), students are introduced to understanding and developing visual language as a form of communication.

During the semester, students use technical drawing to create both two and three-dimensional visual communication presentations. A visual diary is used to generate, record and evaluate ideas, explore the design elements and principles, and experiment with media, materials and techniques.

Students also discuss, compare and analyse visual communication examples from different times and places, and consider how visual messages communicate to various audiences.

## YEAR 8 (SEMESTER DURATION)

In Visual Communication and Design (VCD), students learn about target audiences, and methods, media, and materials. Students use manual and digital tools to create innovative product designs using the design elements and principles before reflecting on their work through analysis and evaluation activities.

The technical visual design skills offered in this program can support success in creative careers such as graphic design, architecture, app design, illustration, concept art, web design, typography, animation, advertising, and visual storytelling.

### Assessment

- Investigating and design work
- Production
- Analysis and evaluation



The technical visual design skills offered in this program can support success in creative careers such as graphic design, architecture, app design, illustration, concept art, web design, typography, animation, advertising, and visual storytelling.



## ARTS

### YEAR 9 (SEMESTER DURATION)

The Year 9 unit of Visual Communication Design (VCD) fosters imagination and creativity while developing skills relevant to industry practice. The technical visual design skills offered in this program can support success in creative careers such as graphic design, architecture, app design, illustration, concept art, web design, typography, animation, advertising, and visual storytelling. The VCD course offers foundational skills in technical drawing, collaborative design, image development, and visual language, as well as supporting the development of creative thinking for problem solving.

#### Assessment

- Investigating and design work
- Production
- Analysis and evaluation

### YEAR 9 DIGITAL ARTS (SEMESTER DURATION)

This Digital Arts elective focuses on industry standard software employed in the Arts. Students create outcomes incorporating their own devices outside of school and manipulating imagery using Adobe and other software. Students also learn Design skills and the creative process involved in following a brief. Possible pathways from this subject include: Studio Arts, Visual Communication & Design, Media.

#### Assessment

- Design work
- Production
- Analysis and evaluation

#### Clubs

- |                     |     |
|---------------------|-----|
| ■ Art & Design Club | ALL |
|---------------------|-----|



## Performing Arts & Media

### YEAR 7 (SEMESTER DURATION)

Students spend the first term learning fundamental Drama skills and play-making techniques. They will work in ensembles to produce a scene in the style of a pantomime. In the second term, students will be introduced to Media, they will learn the codes and conventions of a sit-com and use cameras to shoot their own 'cheesy' opening title sequences with will be edited on Premier Pro.

#### Assessment

- Drama Folio
- Ensemble Performance
- Media Folio
- Media Film

#### Music

Students study song structures and composition techniques and use this knowledge to record and produce music on computers. They learn to experiment with sounds and musical elements, by creating drum beats and manipulating synthesisers. Students develop skills on guitar and keyboard and take part in performances with these instruments. Students also learn to transcribe pitch and rhythm, using music notation software.

#### Assessment

- Performance
- Theory Test
- Song Production Project

### YEAR 8 (SEMESTER DURATION)

Students learn the basic conventions of Non-Naturalistic performance and produce an ensemble performance that is constructed against a specific set of criteria (mimicking a VCE Performance Exam).

In the second term, they study the connection between the media and the audience, learning about reception theory and producing their own YouTube style reaction videos.

#### Assessment

- Drama Folio
- Ensemble Performance
- React Folio
- Reaction Video



This environment will be responsive and creative, where knowledge and understanding lead to creativity, cooperation, work, connectedness to the world and adaptability.



## YEAR 9 (SEMESTER DURATION)

### Media: Thrillers (Semester 1)

Students participate in the production process and learn about the roles involved in filmmaking. They explore Technical Codes such as camera techniques, sound, editing and lighting in their own films. They examine the use of Codes and Conventions in film to build narrative and communicate ideas. Students learn media production skills and also explore film analysis. Students will study the Thrillers genre in film, where they examine suspense techniques with examples from the films of Alfred Hitchcock.

### Media: Science-Fiction (Semester 2)

Students participate in the production process and learn about the roles involved in filmmaking. They explore Technical Codes such as camera techniques, sound, editing and lighting in their own films. They examine the use of Codes and Conventions in film to build narrative and communicate ideas. Students learn media production skills and also explore film analysis. Students then study the Sci-Fi genre in film, where they examine Sci-Fi special effects such as green screen and other editing tricks.

### Assessment

- Media Folio
- Media Film

### Drama (Semester duration)

In Year 9 Drama students explore a range of Performance Styles to produce 2 Ensemble Performances across the semester. They analyse and consider how our world and social issues can be presented through performance and experiment with new techniques to inform story-telling and communicate meaning to an audience. Note: this subject is repeated in Semester Two. Students may only choose this elective once.

### Assessment

- Drama Folio
- Ensemble Performance  
(Under performance exam conditions)

### Clubs

■ MUSIC: School Band	Year 7
■ MUSIC: School Choir	Year 7
■ School Production	Years 7 & 8
■ Arts Club	Year 8

### Competitions

■ Australian Centre for the Moving image 'Screen It'	Years 7 & 8
--	-------------



## Visual Art

### YEAR 7 (SEMESTER DURATION)

Students examine artwork from different times and cultures such as Ancient Art, Renaissance Art, Impressionism and Cubism. They explore drawing and painting. Students also investigate their own ideas and inspirations in their visual diary.

#### Assessment

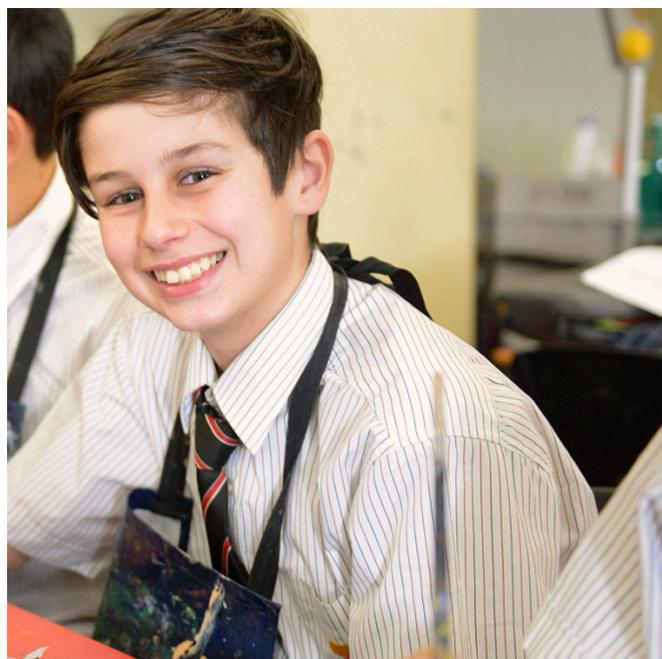
- Folio
- Visual diary
- Theory tasks

### YEAR 8 (SEMESTER DURATION)

Students explore the art of the Expressionists and follow the creative process to create their own lino print in the Expressionist style. They learn about the Pop Art movement and the concept of appropriation versus plagiarism and create their own 2d and/or 3D Pop Art pieces. Students also investigate their own ideas and inspiration in their visual diary.

#### Assessment

- Folio
- Visual diary
- Theory tasks





## ARTS

### YEAR 9 (SEMESTER DURATION)

Students gain experience using a range of painting materials, techniques and process including water colour, acrylic and oil paint. They explore different themes, styles, aesthetic qualities and subject matter through a series of experimental pieces. Students then develop their own piece of work in the painting medium that they most enjoy.

Students examine the processes involved in different printmaking techniques. They explore and document their ideas in the planning and creations of finished artworks. They depict a range of subject matter and experiment with different styles.

#### Assessment

- Folio
- Visual diary
- Theory tasks

“

We provide a modern teaching and learning environment that promotes curiosity and cooperation to create thinking and aspiring young people.

#### Clubs

- Arts Club Years 7 & 8

#### Excursions

- NGV International & Arts Centre Years 7 & 8

#### Competitions

- School Magazine Cover Competition Years 7 & 8

## Digital Technologies

### YEAR 7 (SEMESTER DURATION)

Students investigate how data are transmitted and secured in wired, wireless and mobile networks. They investigate how digital systems represent text, image and sound data in binary. Students learn how to create effective online surveys and then display the collected data in suitable graphical formats. Students then undertake a coding study of the Scratch programming language and create a working computer game.

### YEAR 8 (SEMESTER DURATION)

Students use computational thinking and information systems to define, design and implement digital solutions. Students will develop their knowledge and understanding of digital systems and the representation of data. There is a major focus on process and production skills. Students develop skills and understanding of web development and digital image manipulation. Students develop skills and knowledge in programming through investigating the nature of data and information.

#### Assessment

- Tests
- Text essays
- Oral presentations
- Short stories

### YEAR 9 (SEMESTER DURATION)

#### Digital Technologies

In this semester-length elective, students utilise a programming language to create a digital solution that meets a software requirement specification (SRS). Students consider elements of the software user-interface experience, develop alternative designs, code the solution, test and evaluate the final project. Students undertake a study of hardware and software used to control and manage digital networks. The unit includes a study of the important topic of data encryption and security. This elective is designed for students who are new or experienced with coding. The course will be tailored to build upon your existing knowledge and skills.

#### Assessment

- Software development task
- Topic tests
- Research project

#### Clubs

- Coding Year 7

#### Competitions

- Coding Competition Year 7





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