



2020 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.

CONTENTS

Welcome from our Principal	3
Extra Curricular Program	4
GENERAL CORE CURRICULUM	
English	6
Mathematics	8
Science	10
Humanities	12
SEAL CORE CURRICULUM	
SEAL English	14
SEAL Mathematics	16
SEAL Science	18
SEAL Humanities	20
FRENCH BINATIONAL CURRICULUM	
French – 5ème Français	22
French Binational English	24
French Binational Mathematics	26
French Binational Science	28
French Binational Humanities	30
French Binational Language: Spanish	31
SHARED CURRICULUM	
Education 4 Life (E4L)	32
Health and Physical Education	34
Language: French	36
Design Technology Elective	39
Food Technology	40
Performing Arts & Media	42
Visual Art	44
Digital Technologies	46

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.

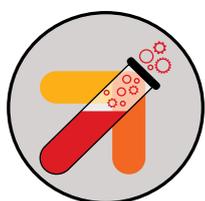
As well as our rigorous mainstream program, we also offer an accredited Select Entry Accelerated Learning (SEAL) program and are one of a limited number of Academy of Accredited SEAL (TAASS) schools in the state. We are also an accredited International Student Provider and offer our International students 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
- Choir
- Rock Band
- Guitar Ensemble
- Sports team training
- Meditation
- 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

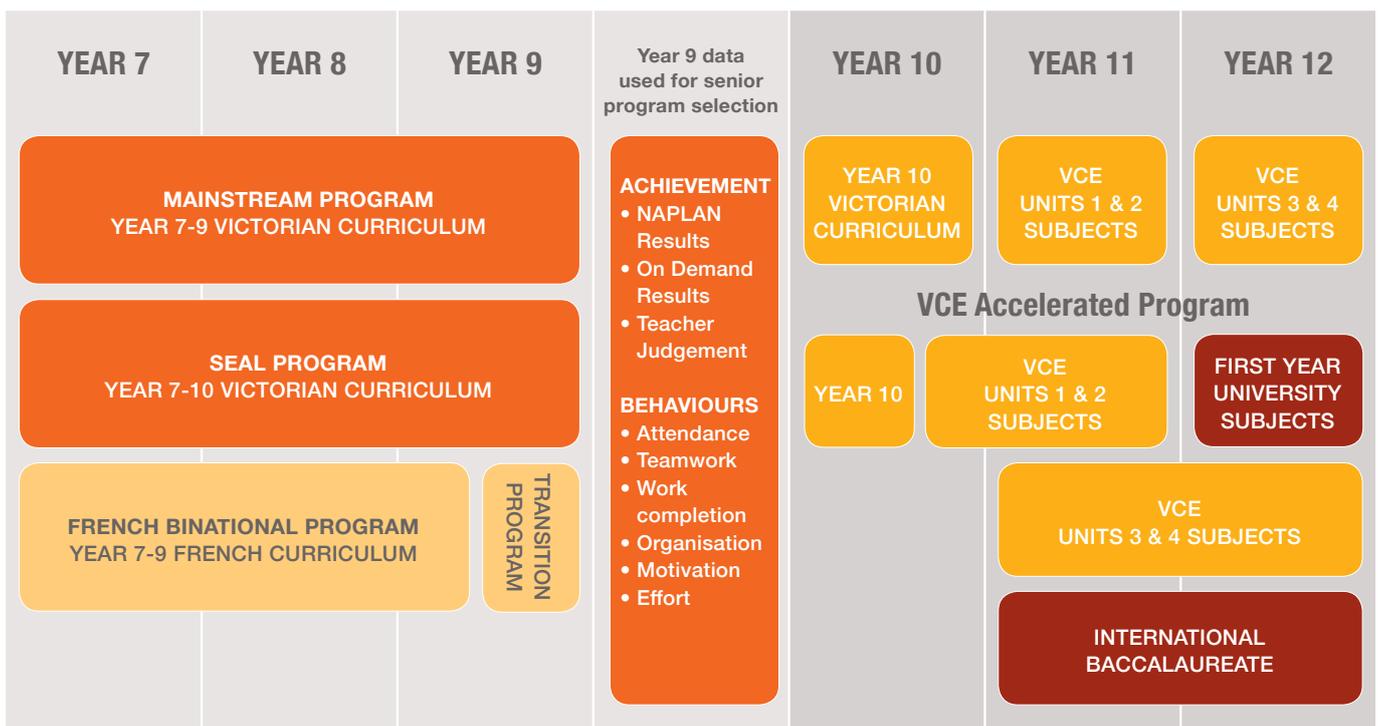
Your pathway through years 7 to 9 depends upon your choice of program. All pathways lead to the same breadth of choice and opportunity at year 10 and beyond.

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. In 2019, >70% of Year 10 students are taking at least one VCE subject.



7-9 students undertake their core subjects as a home 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 cohort as well as 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 will learn how to analyse texts more effectively through their study of *The Curious Incident of the Dog in the Night-Time* and *Crow Country*.

Assessment

- Text 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*. The students explore memoirs focusing on the migrant experience in Australia. 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.

Year 9: Protest Music (Term 1)

Protest Music explores the power of music and lyrics from a range of historic songs associated with civil and human rights movements to contemporary music including hip-hop and rap.

Year 9: Journalism (Term 3)

Journalism focuses on how to write in a news-based style – via opinion, news and editorial pieces. Students will also complete a study in identifying fake news and creating their own fake news how to understand how our views can be manipulated in a digital world.

Year 9: Australian Films (Term 2)

Australian film examines the history of film making in Australia by viewing a range of films and clips from different eras with an emphasis on characterisation, national identity and landscape.

Year 9: Writers' Workshop (Term 4)

Writers' Workshop focuses on the elements of writing required for a range of different styles with the aim of producing a collection of personal, analytical and creative responses.

Assessment

- Memoirs
- Text essays
- Oral presentations
- Comparative essays

Clubs

■ Debate Club	Years 7 & 8
■ Book Club	ALL

Excursions

■ Australian Centre for the Moving image	Years 7 & 8
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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 will be 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 will 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 will 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.

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 Science 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 through a:

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

Weekly homework

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 through a:

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

Weekly homework





STEM

YEAR 9

In this subject, students consolidate the development of their skills in Science 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

Weekly homework

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 & 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
- Research task
- Oral presentations
- 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

- Social Media/Protest Letter
- Group presentation
- Field report
- 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 & 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 WWI and develop a persuasive essay concerning its contribution to the Australian identity. In Geography, students learn about food security and develop their own proposal to solve world hunger.

Assessment

- Source analysis
- Research report
- Persuasive essay
- Opinion piece
- Proposal
- Mapping tasks
- Debate

Clubs

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

Excursions

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

Competitions

- | | |
|------------------------------------|-------------|
| ■ Historical Fiction Challenge | Years 7 & 8 |
| ■ Australian Geography Competition | Years 7 & 9 |
| ■ National History Challenge | Years 8 & 9 |
| ■ The Simpson Prize | Year 9 |
| ■ The Australian Share Market Game | Year 9 |
| ■ Spirit of Anzac Prize | Year 9 |

SEAL CORE CURRICULUM



ENGLISH



MATHS



SCIENCE



HUMANITIES

SEAL English

YEAR 1 (UNDERTAKEN IN YEAR 7)

Students will study Identity and The Power of Persuasion during their first term in SEAL English. In their second term they will 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 will 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 will begin the year studying Jasper Jones and a range of Indigenous Poets. They will study closely the context themes of racism and inclusion. They will explore and debate a wide range of media issues and how opinion is presented. Students will then closely 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*. This elective also allows students to choose English Language as a VCE subject (Unit 1 and 2) in Year 10.

Assessment

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

Clubs

■ Debate Club	ALL
■ Book Club	ALL

Excursions

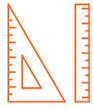
■ Melbourne Writers' Festival	ALL
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Competitions

■ 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)

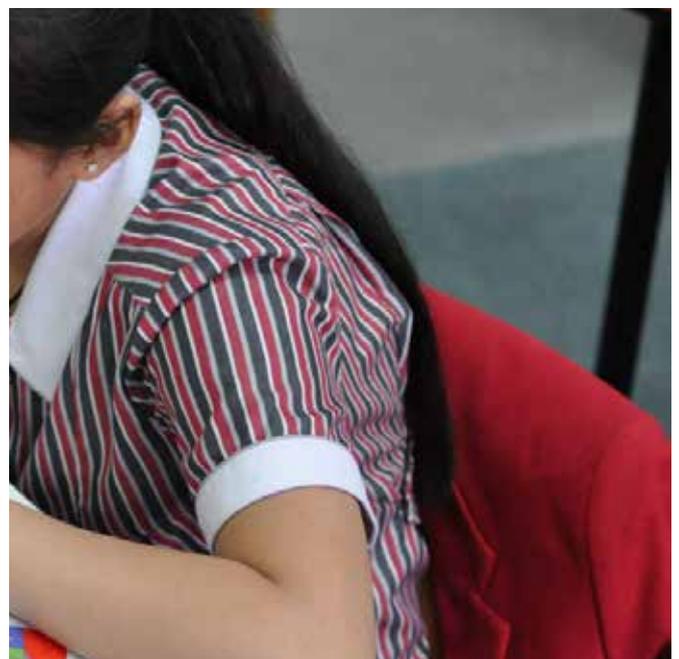
Year 8 SEAL Maths continues to develop students' mathematical thinking and problem solving in areas of mathematics, including graphing linear equations, right-angle triangle calculations using Pythagoras' theorem and trigonometry and applying index laws in scientific notation. Students begin from what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

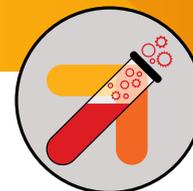
Assessment

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.

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SEAL students undertake a research study in the area of science, technology, mathematics and engineering.





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 algebra 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 Science 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

Weekly homework

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, energy and its forms in Physics, and the classification and formation of rocks in Earth and Space Science. They begin studies in Year 9 where they explore atoms, elements and chemical reactions in Chemistry, the wave and particle model for light in Physics, and plate tectonics in Earth Sciences.

Assessment

Assessment of student learning occurs each term through a:

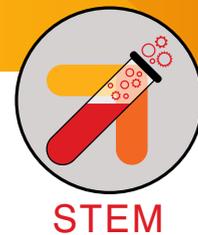
- Pre-test & Post-test
- Science Practical Report

Weekly homework

“

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





YEAR 3 (UNDERTAKEN IN YEAR 9)

In this subject, students consolidate the development of their skills in Science inquiry. In this Year 10 course, students study the Big Bang theory and parts of the universe, the periodic table and rates of chemical reactions in Chemistry, heritability and genetics in Biology and forces energy and motion in Physics. At the completion of this course, SEAL students have gained the necessary knowledge and skills to begin studies in VCE Biology, Chemistry, Physics and Psychology.

Assessment

Assessment of student learning occurs each term through a:

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

Weekly homework

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 7SEAL Humanities, students are working towards Victorian Curriculum skills year 8. 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 & Business. Students analyse primary and secondary sources to prepare a comparative essay on Ancient era History as well as examine evidence regarding Aboriginal Australia pre-settlement. They plan and run a field study that evaluates the livability of a local suburb in Geography.

Assessment

- Source analysis
- Comparative essay
- Field report
- Oral presentation

YEAR 2 (UNDERTAKEN IN YEAR 8)

In Year 8 SEAL Humanities, students work towards Victorian Curriculum skills Year 9. They 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 develop a solution to food security and solving world hunger.

Assessment

- Source analysis
- Essay writing
- Mapping
- Field report
- Knowledge test
- Case analysis





COMMUNICATION



PHILANTHROPY

YEAR 3 (UNDERTAKEN IN YEAR 9)

In Year 9 SEAL Humanities, students work towards the Victorian Curriculum knowledge and skills at Year 10 level. 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 environmental management proposal and evaluate the indicators of human wellbeing.

Assessment

- Document analysis
- Oral presentation
- Comparative essay
- Research report
- End of year exam

Clubs

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

Excursions

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

Competitions

- | | |
|------------------------------------|-------------|
| ■ Historical Fiction Challenge | Years 7 & 8 |
| ■ Australian Geography Competition | Years 7 & 9 |
| ■ National History Challenge | Years 8 & 9 |
| ■ The Simpson Prize | Year 9 |
| ■ The Australian Share Market Game | Year 9 |
| ■ Spirit of Anzac Prize | Year 9 |



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

French – 5ème Français

YEAR 7

Students explore a range of texts from the Middle Ages to the 19th Century. They will study the universal value of chivalry in literature and the timeless tricks of popular heroes such as Renart and Pathelin. They will be invited to read, write and perform little scenarios and they will read and analyse *Le Malade Imaginaire* written by Moliere. Students will also explore poetry through reading, writing and reciting. They will broaden their understanding of narrative prose through a journey of discovery. Image analysis will punctuate our studies (*Histoire des Arts*).

Assessment

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

Year 8 French – 4ème Français

Students will read realistic and fantasy novels from the 19th Century and they will learn to compare the texts and their movie adaptations. Their skills in writing letters and persuasive essays will be consolidated by the study of various letters of famous writers. They will be given the opportunity to study *Les Misérables* by Victor Hugo and *L'Avare* by Molière. Students will also write poetry. Image analysis will play an important part in our studies (*Histoire des Arts*).

Assessment

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





Year 9 French – 3ème Français

Students will explore the extraordinary diversity of the literature of the 20th and 21st Centuries. Short stories, poems, texts and novels about WWI and WWII, autobiography, dramas and plays will give them a new insight into our world through the perspective of contemporary literature. They will continue to practice their skills in writing creative essays and persuasive texts. L'Histoire des Arts will be an important part of their learning.

Assessment

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

Clubs

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

Excursions

- | | |
|---------------------------------|-------------|
| ■ Theatre / Role Play | Year 7 |
| ■ Melbourne French Theatre Play | Years 8 & 9 |

Competitions

- | | |
|--------------------------------|-----|
| ■ Dis-moi dix mots | ALL |
| ■ Berthe Mouchette Competition | ALL |



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 essays
- Oral presentations
- Short stories
- Persuasive

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 will 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 Bi national 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

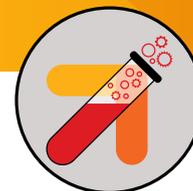
- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Investigation reports (“narration de recherché”)
- Projects
- Individual and group work

YEAR 8 MATHS – 4ÈME MATHÉMATIQUES

In Year 8 Mathematics in the French Bi national 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

- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Investigation reports (“narration de recherché”)
- Projects
- Individual and group work



STEM

YEAR 9 MATHS – 3ÈME MATHÉMATIQUES

In Year 9 Mathematics in the French Bi national 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".

Assessment

- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Investigation reports ("narration de recherché")
- Projects
- Individual and group work

Clubs

■ Maths in French	ALL
■ Tutoring Club	ALL

Excursions

■ Le Kangourou des Mathematiques	Years 7 & 8
■ Melbourne French Theatre Play	Years 8 & 9

Competitions

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



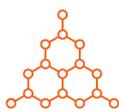
FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

French Binational Science

YEAR 7 SCIENCE – 5ÈME SVT & PC

In this subject, students are introduced to the principles of Science inquiry. A strong emphasis is given to practical activities and students' ownership of their learning. The content taught covers the two Science subjects of the French program: SVT (Biology and Earth Science) and Physique-Chimie (Physics and Chemistry). Specific topics are: Water in our environment / Electrical Circuits (DC) / Light: Sources and Rectilinear Propagation / Respiration and Ecosystems / Body Systems and Energy Needs / External Geology: Evolution of Landscapes.

Assessment

- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Projects
- Practical reports
- Individual and group work

YEAR 8 SCIENCE – 4ÈME SVT AND PC

In this subject, students continue to develop their Science inquiry skills. A strong emphasis is given to practical activities and students' ownership of their learning. The content taught covers the two Science subjects of the French program: SVT (Biology and Earth Science) and Physique-Chimie (Physics and Chemistry). Specific topics are: the molecular model to explain properties of matter and chemical change (combustions) / DC circuits laws and equations / Light: colours, images and celerity / Species reproduction and ecosystems / Human reproduction / Hormonal and neural systems / Geology (volcanic and seismic activity and plate tectonics).

Assessment

- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Projects
- Practical reports
- Individual and group work



STEM

YEAR 9 SCIENCE – 3ÈME SVT & PC

In this subject, students consolidate the development of their Science inquiry skills. A strong emphasis is given to practical activities and students' ownership of their learning. The content taught covers the two Science subjects of the French program: SVT (Biology and Earth Science) and Physique-Chimie (Physics and Chemistry). Specific topics are: Atoms and Ions (conduction in metals and solution, tests for ions) / Chemical Change (chemistry of batteries, introduction to organic chemistry) / AC Circuits (production of electricity & energy) / Gravitation and Energy.

Assessment

- Diagnostic (pre-tests)
- Formative
- Summative post-tests
- Investigation tasks
- Projects
- Practical reports
- Individual and group work

Clubs

■ Robotics	ALL
■ Girls Who Code	ALL

Excursions

■ Wetlands	Year 7
■ Melbourne Museum	Years 7 & 9
■ Robotic Expedition to Mars Victorian Space Science Education Centre	Year 8
■ Field trip to Hanging Rock and Organ Pipes National Park	Year 8
■ Jurassic World exhibition	Year 9

Competitions

■ AHS Journal of Science	Year 7 & 8
■ Crystal Growing	Year 7
■ The Hour of Code	Year 8
■ Moonbots Challenge	Year 8
■ Big Science Competition	ALL
■ Education Perfect Science Championships	ALL
■ Canstruction Competition	ALL
■ Curious Minds (for young women)	ALL
■ EWB Innovation Challenge	Year 9
■ Re-Engineering Australia Formula 1 Technology Challenge	Year 9



FRENCH



ENGLISH



MATHS



SCIENCE



HUMANITIES

French Binational Humanities

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

In History, students will explore Europe and its connections to other countries, from the Middle Ages to the reign of Louis XIV. They will be given the opportunity to be familiar with diverse historical sources. In Geography, they will study the concept of sustainability through local and worldwide study cases about education, health and poverty, access to water, etc. In Civic Education, they will reflect on diversity and equality.

Assessment

- Tests
- Document analysis
- Maps
- Oral Presentations

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

In History, students will study Europe and the world from the 18th Century to the eve of WWI. They will continue to consolidate their knowledge about diverse historical sources that they will identify, interpret or confront. In Geography, they will study globalisation in order to be able to understand our world. In Civic Education, they will explore liberty, law and justice.

Assessment

- Tests
- Document analysis
- Maps
- Oral Presentations



COMMUNICATION



PHILANTHROPY

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

In History, students will study the world since 1914. They will continue to consolidate their knowledge about diverse historical sources, images and maps. In Geography, they will study France and Europe in the rest of the world. In Civic Education, they will increase their knowledge of democratic citizenship.

Assessment

- Tests
- Document analysis
- Maps
- Oral Presentations

Clubs

- Christmas Market Years 7 & 8

Excursions

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

Competitions

- Australian Geography Competition (*optional*) ALL

French Bi national Language: Spanish

YEAR 8 SPANISH – 4ÈME LV 2

Students will learn an additional language as per the French curriculum requirement. This is done through the support of after-school tutoring, using comprehensive course work from Distance Education, in addition to the general curriculum delivered at AHS. In Year 8, students follow an accelerated pathway.

Assessment

- Completion of Distance Education work-sheets
- Participation in after-school classes, Written test

YEAR 9 SPANISH – 3ÈME LV 2

Students will learn an additional language as per the French curriculum requirement. This is done through the support of after-school tutoring, using comprehensive course work from Distance Education, in addition to the general curriculum delivered at AHS.

Assessment

- Completion of Distance Education work-sheets
- Participation in after-school classes, Written test

Excursions

- Spanish film and food incursions Years 8 & 9

SHARED CURRICULUM

Education 4 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". Year ends with an early look at careers prospects into the future.

Assessment

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

YEAR 8

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

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

Competitions

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



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.

Health and Physical Education

YEAR 7

In Physical Education, students develop and refine a range of movement and manipulative skills, e.g. spatial awareness and hand-eye coordination through modified games, racquet skills, field and indoor sports. In Health Education, students study the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience.

Assessment

- PE: skills assessment and assessment of team work
- Health: workbook, chapter reviews and vocabulary test

YEAR 8

In Physical Education, students gain proficiency in complex movement and manipulative skills. Students participate in a variety of team and individual games and activities to develop new sport-specific skills. In Health Education, students develop strategies to minimise harm and to protect their own and others' health. Students consider health resources, the influences of the law and public health programs.

Assessment

- PE: skills assessment and assessment of team work
- Health: workbook, chapter reviews and vocabulary test





SPORT

YEAR 9

In Physical Education, students develop proficiency in a range of high-level movement and manipulative skills, focusing on cricket, netball, basketball and softcross. In Health Education, students discuss relationships and how the different aspects of relationships vary between people and over time. They explore a range of first aid strategies and scenarios.

Assessment

- PE: skills assessment and assessment of team work
- Health: First Aid written test and practical scenario assessment. Respectful Relationships written test.

ELECTIVES

Year 9: Functional Fitness (Term duration)

Students will participate in 60min fitness classes, addressing the multiple modes of fitness – Strength, Power, Endurance, Agility, Speed, Coordination, and Balance & Stamina. The class will incorporate body weight movements, gymnastics, weight bearing and aerobic exercises. Students will gain a better understanding of what it is to be truly ‘fit’.

Year 9: Alternative Sports (Term duration)

Students will participate in a range of sports not usually seen as “mainstream” For example; Ultimate Frisbee. Give it a go! Be adventurous!

Clubs

■ Fencing Team	Year 7
■ Yoga group	Years 8 & 9
■ Fitness group	ALL
■ Access to ECA at lunch	ALL
■ Inter-school training	ALL

Excursions

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

Competitions

■ Swimming Carnival	ALL
■ Athletics Carnival	ALL
■ Inter-school Sport	ALL

Language: French

YEAR 7

Students will learn French through AIM (Accelerative Integrated Method), a method based on gestures, music, dance and drama. Students will practice French online through Language Perfect. They will participate in internal, national and international competitions on Language Perfect. Students will also work on cultural elements and collaborate with our sister-school in Paris.

Assessment

- Role plays
- Participation in class
- Written tests
- Project
- Language Perfect

YEAR 8

Year 8 intermediate French

A new method of teaching French will be introduced to the students, called AIM (Accelerative Integrated Method). It is based on gestures, music, dance, and drama. Students will participate in internal, national and international competitions on Language Perfect. They will also work on cultural elements, and in collaboration with our sister school in Paris. Some of the Year 8 students will go to France to visit our sister school.

Year 8 Advanced French

The advanced program prepares students to thrive as globally competent students, through an in-depth encounter with French and Francophone culture. Students reinforce their language proficiency and communication skills as they study texts, films, and cultures of the French-speaking world. Our goal is for students to be fluent in French and to master the four skills (speaking, listening, reading and writing). The main goal is for students to be prepared to pass the DELF (B2) in Year 9.

Assessment

- Role plays
- Participation in class
- Written tests
- Project
- Language Perfect

YEAR 9

Students will focus on the four skills of speaking, listening, writing and reading. They will learn more about French culture and francophone countries. They will participate in internal, national and international competitions using Language Perfect. Students will also work on cultural elements, and in collaboration with our sister school in Paris. Some of the Year 9 students will go to France to visit our sister school.

Assessment

- Role plays
- Participation in class
- Written tests
- Project
- Language Perfect

Clubs

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

Excursions

- | | |
|------------------------------------|-------------|
| ■ Bugs in French, Melbourne Museum | Year 7 |
| ■ French Cinema | Years 8 & 9 |
| ■ Theatre / role play | Years 8 & 9 |

Competitions

- | | |
|--------------------|-----|
| ■ Language Perfect | ALL |
| ■ Dis-moi dix mots | ALL |
| ■ Berthe | ALL |

– New in 2020 – Immersion Bilingual French Accelerated Program

YEAR 7-9 FRENCH ACCELERATED

For more information, continue reading onto page 38 of this document.

–New in 2020 – Immersion Bilingual French Accelerated Program

Immersion Bilingual

YEAR 7-9 FRENCH ACCELERATED

Victorian Curriculum in English (74%)

- English (8),
- Maths (7),
- Humanities/Science (6)
- Education for Life-E4L(2)
- Arts, Technology (8)
- Health & PE (6)

Victorian Curriculum in French (26%)

- French Accelerated (7)
- +CLIL extension
- Sciences / Humanities (6)



- New pathway for strong French speakers
- French as a Foreign Language + immersion

Certification DELF B1/ B2

Comparing

FAP

- 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.

Design Technology Elective

YEAR 8 (SEMESTER DURATION)

In the Design and Technology classroom, students develop innovative solutions to design problems. They investigate products and consider the factors of successful design, including function, aesthetics, ergonomics and the different characteristics of materials. Students learn to use a variety of tools and equipment to manipulate resistant materials and to make their products. Students design and construct functional products before reflecting on their work through analysis and evaluation activities.

Assessment

- Investigation and design
- Production
- Analysis and evaluation

YEAR 9 (TERM DURATION)

Product Design

Combine your creativity with design, technology and engineering principles and turn your ideas into reality by designing and making vehicle prototypes. Investigate vehicle design, CAD drawing programs, engineering principles, and build prototypes using workshop tools and machinery. Discover techniques for modelling prototyping materials, vacuum forming and fabrication, and soldering and constructing vehicle prototype components. Put your skills to the ultimate test by measuring the speed, drag, and acceleration thrust of your prototypes, then modify your designs to defeat your peers' models.

Clubs

- Workshop Year 7

Excursions

- Australian Centre for the Moving image Year 7

Competitions

- Maker Space Competition Year 7

Food Technology

YEAR 7 (SEMESTER DURATION)

Students learn the foundation of basic methods of cookery. The Year 7 program focuses on practical skill areas, where students will spend approximately 50% of class time in practical activities to develop basic food skills, including growing and harvesting vegetables and herbs. Students learn about food safety, kitchen and cleaning procedures, knife skills, measuring, and cooking skills.

YEAR 8 (SEMESTER DURATION)

Students are challenged with Australian, Aboriginal and multicultural recipes that cover a broad range of methods of cookery. Throughout this course, students focus on the five food groups and food safety. This gives students the required knowledge for food storage and preparation, within the home and in a commercial kitchen.

Assessment

- Investigating and design work
- Production
- Analysis and evaluation

Clubs

- | | |
|------------------|--------|
| ■ Kitchen Garden | Year 7 |
|------------------|--------|

Competitions

- | | |
|--|--------|
| ■ Science Cake Competition | Year 7 |
| ■ Taste Magazine 'Cook the Cover' Monthly Competition. | Year 8 |
| ■ Food Design Challenge | Year 8 |

YEAR 9 (TERM DURATION)

Gourmet Traveller

This is a new course where students learn about different cuisines from different countries and will learn a vast array of cooking techniques. Students experience tasting different flavours and ingredients and discuss the impact that other food cultures have had on Australian cuisine. They will identify a country of interest and conduct research into their food culture. Individually and in teams, students will develop their culinary skills by learning how to prepare meals which directly relate to a design brief. Students will be required to document their design, production and evaluation activities.

Melbourne Food

Melbourne Food is a new course that teaches students about local ingredients in and around Melbourne. Students learn how they can use local ingredients in many dishes and cuisines and discuss and analyse the sensory properties of the food items. Students experience tasting flavours they are not familiar with and have the opportunity to create meals using local produce. Students will be required to document their design, production and evaluation activities.

Café Skills

Students will learn about the functioning of a café, they will prepare a range of Café style foods and beverages. Students will prepare a range of dishes that develop and extend their cooking skills. As part of their assessment, students choose a recipe from a café menu and present it to the class in a style similar to what they would present at a café.

“

Auburn High School have a dedicated staff who are committed to providing students with opportunities to experience success beyond the classroom.



Performing Arts & Media

YEAR 7 (SEMESTER DURATION)

Students will 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 will 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

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
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YEAR 9 (TERM DURATION)

Epic Theatre (Run Twice)

Students will further develop skills in Non-Naturalism and work as an ensemble to research and create a performance inspired by Bertolt Brecht's Epic Theatre. They work off a selected stimulus and document the play-making process through their Epic Theatre Folios.

Theatre of Cruelty

Theatre of Cruelty pushes Non-Naturalism even further, incorporating production areas (sound, lighting, costume, make) into the story-telling. Students create a performance which explore themes over plot and character and document the play-making process through their Drama Folios.

Poor Theatre

Building upon our Year 8 focus on Non-Naturalism, Poor Theatre asks how can we present larger than life ideas with limited resources? With a strong focus on Transformation of Space and Object, students will use every-day materials to tell an epic story.

Filmmaking 101

Students will participate in the production process and learn about the roles involved in filmmaking. They will explore production elements such as camera techniques, sound, editing and lighting in their own films. They will examine the use of production elements in film to build narrative and communicate ideas.

Thrillers

Students will study film noir, mystery and horror and create their own short thriller films in teams. We will look at the films of Alfred Hitchcock as well as other classics of the genre. Students will examine how suspense is built in film using production elements such as camera techniques, lighting, sound and editing. Students will learn media production skills and also explore film analysis. Note: this subject is enhanced if you have done 'Filmmaking 101' beforehand.

Sci-Fi

Students explore the key ideas behind the Sci-Fi genre in film, including questions of existence, future technologies, dystopia, alien life and social/context. The focus for this elective is on use of Sci-Fi special effects such as green screen and other editing tricks. Students also explore more aspects of narrative structure in film than in the other Media electives. Note: this subject is enhanced if you have done

Assessment

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

“

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



Visual Art

YEAR 7 (SEMESTER DURATION)

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

Assessment

- Folio
- Visual diary
- Theory tasks

YEAR 8 (SEMESTER DURATION)

Students will explore the art of the Expressionists and follow the creative process to create their own lino print in the Expressionist style. They will 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 will also investigate their own ideas and inspiration in their visual diary.

Assessment

- Folio
- Visual diary
- Theory tasks

Clubs

- Arts Club Years 7 & 8

Excursions

- NGV International & Arts Centre Years 7 & 8

Competitions

- School Magazine Cover Competition Years 7 & 8

YEAR 9 (ONE TERM DURATION)

Colour Splash! – Painting

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

Printmaking

Students will examine the processes involved in different printmaking techniques. They will explore and document their ideas planning towards finished artworks. They will 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.



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

Assessment

- Tests
- Text essays
- Oral presentations
- Short storied

YEAR 8 (TERM 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 will develop skills and knowledge in programming through investigating the nature of data and information.

YEAR 9 (TERM DURATION)

Digital Technologies: Robotics

The Robotics elective will focus on the design, programming, engineering and ethics of robotic systems towards a particular design goal. Students will develop skills in the following areas: Ethical considerations of autonomous systems, Problem solving, Program flowcharts, Logic, and Using the Lego Mindstorms system to construct robotic systems.

Clubs

- | | |
|----------|--------|
| ■ Coding | Year 7 |
|----------|--------|

Competitions

- | | |
|----------------------|--------|
| ■ Coding Competition | Year 7 |
|----------------------|--------|



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