



ENCOUNTER
LUTHERAN COLLEGE ■

2024 Curriculum Guide Middle School



Welcome to Middle School

Middle School

"The questions young people ask remind us that the search for meaning is fundamental to what it is to be human. The urge to inquire activates thinking on many levels and in many forms. When we seek to make sense of the world around us, we wonder, we plan, we analyse, we create, we reflect. At its very heart, inquiry is all about thinking – thinking in order to make meaning." Kath Murdoch.

While information and knowledge is part of the learning puzzle, we believe that a true appreciation of inquiry should guide our teachers and you, our students. Rather than starting with a textbook, we understand that learning should truly begin with you. Your experiences, questions and interests form an integral part of the conversations and understandings of class life, each and every day.

Our understanding of a one-to-one approach to education has been guided and informed by the International Baccalaureate (IB), and in the Middle School, the Middle Years Programme.

Encounter Lutheran College is an authorised school in this programme. The IB promotes a transparent, best-practice approach to education that places the student at the centre of learning. In addition to a world renowned, high quality curriculum, the IB promotes ongoing collaboration between teaching staff and a rigorous and highly accountable level of education.

We believe that being authentically engaged in learning should be a priority for all students. If you need additional support or extension, we have a team of specialist teachers and support staff who provide a range of intervention programmes, strategies and support to ensure you are engaged and challenged according to your needs.

In addition to this, learners are encouraged to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective. This gels perfectly with our Christian identity, our sense of community and our attention to student wellbeing. We are confident these values are also in harmony with what your family hopes for as you thrive and become a young adult.

Our vision is to ensure our students can creatively solve problems, work in interdisciplinary groups and environments and effectively communicate knowledge. Our students, using appropriate skills, will innovate, collaborate and using real world experience, develop the capacity to thrive in an evolving and emerging work world. Students will be active participants in their learning, and will demonstrate advocacy, empathy and care for their world.

Lighting the fires of imagination and inspiration is at the heart of the Encounter story ...

Kelvin Grivell
Principal

Penny McKenzie
Head of Middle & Senior School



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Future Directions: The Encounter Way

Middle School

I remember as a student in Year 10 being told by my career counsellor that “the world is my oyster” when it came to what I might do when I leave school. I was also told “make sure you choose your career wisely as this will probably be something you will do for the rest of your life”. This caused me to be quite anxious as I was worried (particularly as I had no idea as to what I wanted to do when I left school) that I would make a wrong decision, choose the wrong subjects, and may be stuck in a job for the rest of my life that I wish I had never chosen.

How things have changed when it comes to choosing careers and the workforce a young person is now entering. The 21st century has seen a significant change in the nature of work. This change has been driven by rapid advancements in technology, globalisation, and the demands of society. What were considered traditional career paths and job roles in the past are consistently changing. Gone are the days when a narrow and specific set of skills were sufficient for success in the workforce. Today, employers seek individuals who possess a diverse skill set that goes beyond technical expertise. Employers now highlight the importance of 21st century skills such as critical thinking, problem-solving, creativity, adaptability, collaboration, communication, and digital literacy as being valuable for the workforce both now and in the future.

To thrive in this new and dynamic way the workplace has changed, individuals need to embrace lifelong learning, develop a growth mindset, and need to be adaptable and open to acquiring new skills throughout their careers. With careers now requiring individuals to work more at home rather than the conventional office space a person's ability to be effective with virtual communication and collaboration is essential for success as well as their ability to work in diverse teams, and across cultures and time zones in today's interconnected world.

Helping a student make decisions about their future career is a role that Encounter Lutheran College takes seriously. Myself, as the Career Development Coordinator, and Mel O'Donnell as the VET and SACE Coordinator, play a vital role in guiding and supporting students through this process. There are many ways in which Encounter helps students make informed decisions about their future career path. These include:

Encouraging exploration – At Encounter we encourage students to explore their various interests and hobbies. We expose them to a wide variety of activities, subjects and experiences. We assist the students in researching different career pathways, educational requirements, potential job prospects and help them gather information from reliable sources, such as career websites, industry professionals and regular career counselling. By doing these things we help students discover their passions and strengths to help them make more informed career choices.



Future Directions: The Encounter Way (cont)

Middle School

Non-judgemental communication – When discussing future directions and career paths we create an open and non-judgement environment where the students feel comfortable discussing their thoughts, dreams and concerns about the future. From Year 10 onwards regular conversations occur about their interests, goals and aspirations.

Provide exposure to what is out there in the workforce – Every student at Encounter has the opportunity to explore the workforce in a number of different ways. Whether it is visiting workplaces (through work experience), excursions to career, tertiary studies and employment expos or getting work organisations and tertiary institutions to come and speak to Encounter students. These experiences give Encounter students valuable insights into the various jobs and professions that are out there to help them make more realistic decisions. It gives Encounter students hand on experience to help them clarify their career preferences and develop essential skills.

Offer guidance, not direction, and support the decision making process – While it is important to provide guidance to each student at Encounter, we do not impose what we think the student should do. Ultimately, the decision about their future career should be the student's. Instead, we offer support, reassurance and give them confidence in their ability to make the right choices. We encourage them to explore their options, weigh up the pros and cons, consider their interests and values and envision long term goals when making decisions about their future.

Finally, it is important to remember that career decisions are not set in stone. It is natural for someone's interests and aspirations to evolve over time. It is important we, both here at Encounter, and in partnership with parents, are patient, understanding and adaptable to assist each young person on their journey of self-discovery and career exploration.

It is a great pleasure to work with all Encounter students as they explore careers and look at what they would like to do in the future.

Andrew Weiss
Career Development Coordinator



As an authorized school for the International Baccalaureate (IB), we offer the following subject disciplines, which are taught utilising central ideas across the curriculum. Statements of Inquiry drive the teaching and learning, and the Australian Curriculum (ACARA) guides the content.

The areas of learning are:

- Language and Literature (English)
- Science
- Individuals and Societies (Humanities)
- Religious Education (Christian Studies)
- Arts (Drama, Music, Art and Dance (Year9))
- Design (Material Solutions, Food Technology, Digital Technology and Communication Solutions)
- Mathematics
- Language Acquisition (Japanese)
- Health and Physical Education
- Service Learning (Including Community Project)

The teaching team has been carefully selected to provide a nurturing, student focussed experience in the Middle Years. Small teams of passionate teachers teach across subject areas and year levels, to ensure a strong connection is developed between you and your teachers at such a critical time of your life (in your social, emotional and spiritual development.)



The International Baccalaureate Middle Years Programme

The International Baccalaureate Middle Years Programme is the framework for the Encounter Lutheran College Middle School curriculum.

Principles

The curriculum in the Middle Years should be broadly based, with a breadth and balance of subjects.

- Whilst the subjects are important and separate entities, the links between them should be emphasised in both interdisciplinary units and through the Areas of Interaction.
- It is just as important for students to learn techniques of learning as it is for them to learn content and concepts.
- Students will be encouraged to become independent learners throughout the MYP.
- Teachers of the MYP must adhere to the principles of the programme and are trained through regular participation in IB professional development sessions.
- The international approach of the curriculum is emphasised to students – both within the content of the subjects and through co-curricular activities such as visits, exchanges.

Curriculum Structure

Middle School

The International Baccalaureate programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organised and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning

The MYP consists of 8 subject areas and 5 areas of interaction as shown in the diagram below:

- In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.
- The second ring describes some important outcomes of the programme. Where students draw upon knowledge of all subject areas transferring their skills to Community Project and Service Learning Action
- The third ring describes the MYP's broad and balanced curriculum. The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.



Approaches to Teaching emphasising MYP pedagogy, including collaborative learning through inquiry.

Inquiry-Based Learning results in student initiated action, which may involve service within the community.

Approaches to Learning (ATL) - demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning. The ATLs continue from the Primary Years Programme and include the skill categories:

- Communication
- Social
- Self-management
- Research
- Thinking

Concepts - highlighting a concept-driven curriculum.

"What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise."
Alec Peterson, first IB Director General 2003.

There are 16 key concepts to be explored across the curriculum.

The key concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

Global contexts - showing how learning best takes place in context.

The MYP identifies six global contexts for teaching and learning that are developed from, and extend, the PYP's (Primary Years Programme) transdisciplinary themes.

They are:

- Identities and relationships
- Fairness and development
- Globalisation and sustainability
- Scientific and technical innovation
- Personal and cultural expression
- Orientation in time and space



Problem Based Learning

Middle School

Purpose:

At Encounter we believe in fostering a dynamic and engaging learning environment that nurtures our students' curiosity and prepares them for future challenges.

Problem-Based Learning (PBL) is a student-centred experiential learning pedagogy designed to empower our students with critical thinking, problem-solving, and collaboration skills. Students actively explore real-world problems, analyse complex issues, and propose innovative solutions, making their learning experiences meaningful, relevant, and applicable to the world around them and their future endeavours.

Aim:

The aim of PBL is to cultivate independent thinkers and lifelong learners who can confidently tackle real-life challenges with creativity and adaptability. By immersing students in authentic problem scenarios. This style of experiential learning aims to enhance their analytical skills, empathy, and global awareness, nurturing students to embrace challenges as opportunities for growth and demonstrate resilience in their pursuit of knowledge.

Moreover, by integrating the Approaches to Learning (ATL) framework and incorporating experiential learning opportunities, we aim to equip students with essential skills that go beyond subject-specific content. Throughout their journey in the Middle School, students will actively engage in experiential learning activities that allow them to apply and develop a range of ATL skills, including research, critical thinking, communication, self-management, and collaboration. By immersing themselves in real-world scenarios and hands-on experiences, students will cultivate the practical application of these skills, which are integral to becoming successful learners, effective problem solvers, and responsible global citizens.

As students investigate real-world issues, they learn to gather reliable information, critically evaluate sources, and effectively communicate their findings. The amalgamation of PBL and ATL's empowers our students to approach challenges systematically and confidently. Whilst the main focus is currently in Year 7, we believe in the importance of Problem Based learning, and aim to incorporate PBL in all year levels in the future.

Interdisciplinary Units of Inquiry

Interdisciplinary learning is a key aspect in helping students to make connections between learning areas within the MYP

program. This has led to an increase in our focus on Interdisciplinary units (IDU). The goal of IDU's are to bring learning from multiple areas and focus on the cross-curricula themes and connections, ultimately leading to a decrease in quantity of work for students, but an increase in the quality of student learning. The IDU's focus on disciplinary grounding, connecting, communicating and reflecting, to develop students' overall abilities. The final product being more engaged students and deeper learning occurring.



Assessment Criteria (IDU Assessment Criteria):

The Interdisciplinary Unit (IDU) assessment criteria are carefully designed to comprehensively evaluate our students' understanding, problem-solving abilities, and interdisciplinary skills. The assessment criteria align with our commitment to providing a holistic education and follow the International Baccalaureate (IB) principles.

The IDU assessment criteria

- CRITERION A Evaluating
- CRITERION B Synthesising
- CRITERION C Reflecting

Adam Pfeiffer
MYP Coordinator



Electives

In year 4 of the Middle Years Programme (MYP) (Year 9), students are offered the opportunity to engage in a more individualised pathway.

The College offers students the opportunity over the period of two years to elect up to 8 different subjects from the following learning areas:

The Arts:

- Music, Visual Art, Dance, Drama

Design:

- Design & Technology – Material Solutions
- Design & Technology – Food
- Design & Technology – Communication Solutions
- Design & Technology – Digital Technology

Physical Education:

- Sport Science (compulsory for Elite Athletes)

Enrichment:

- Health & Wellbeing
- Earth & Environmental Studies



The Community Project (CP) is a major activity for our Year 9 students to complete and is a pre-requisite to gaining the MYP certificate. The CP focusses on the concept of community and service. It gives students an opportunity to develop an awareness of needs in various communities and addresses those needs through service learning.

As a consolidation of learning, the CP engages in an in-depth inquiry leading to service as action in the community. The CP is completed individually or in groups of a maximum of three students.

Service enables our students to develop and apply a range of life skills in an authentic context. In particular service endeavours to build attributes such as:

- Awareness and understanding of issues, ideas and different perspectives on a range of real life situations both locally, nationally, globally and virtually
- Negotiation and collaborative skills to help effect, change and build partnerships within communities
- Decision making and other leadership skills such as initiative and problem solving attributes that students will need throughout their lives.

Action is linked to service learning. There are four types of action:

- Direct – interaction with people, environment or animals
- Indirect – no face to face contact but can verify action that benefits the community
- Advocacy – speaking on behalf of a cause on a public interest issue
- Research – collect, analyse data and report which can influence policy or practice.

What students show at the end of the Community Project:

- Evidence of using a Process Journal. Student can choose a maximum of 15 extracts to verify their learning
- Proposal for action
- Hard copy of presentation needs to be handed in to supervisor using relevant support material – including academic honesty form and bibliography
- Final Oral Presentation

Assessment

There are four criteria: Investigating (A) Planning (B) Taking Action (C) Reflection (D)

Each criterion has several strands that give it depth and breadth. Students must address all strands of all four assessment criteria.

For group presentations – the same level of achievement for all students unless 'extenuating' circumstances.





Homework Policy

Purpose

The purpose of this policy is to formalise the expectations for homework given to Middle & Senior School students at Encounter Lutheran College and provide clarity for teachers, students, and parents.

Scope

This policy applies to Middle & Senior School students and teachers.

Policy Detail

Purpose of Homework

The reasons for homework are varied and may include:

- preparation for later study in SACE or tertiary study;
- completion of work that can't be achieved in a course in the allocated class time;
- catching up on work where a student has been absent from class;
- promotion of good study habits and time management with study as part of homework;
- for students to demonstrate agency, take responsibility for their part in the educational process, and be accountable;
- provide formative feedback for the teacher on how students are progressing;
- opportunity to spend more time on something that involves deeper and more extended thought;
- help students understand that there are things they may need to make time for that they may not have wanted to do; or
- help students understand the importance of planning, being organised, and taking action to gain the best out of their learning journey.

Amount of Homework

Homework is expected to be set. Each subject area has different success criteria and so homework will look different across each subject area, however a general guide is provided below:

- Year 7: No more than 30 minutes per subject, per week.
- Year 8: No more than 30-45 minutes per subject, per week.

- Year 9: No more than 45 minutes per subject, per week.
- Year 10: Approximately 60 minutes per subject, per week.
- SACE Subjects: Depending on the workload and how the work is completed, students may have up to half an hour of homework per night for a subject. Where possible, this will be in negotiation with what other subjects have set homework and considering deadlines for assignments.

Setting Homework:

When setting homework teachers will:

- allow students more than one night to complete homework due to other commitments outside of school and ensure there is an appropriate amount of time to start or undertake tasks;
- ensure the expectation is clear of what is allocated as homework, when it is due, how students can get help, and how to plan for success, using SEQTA or Teams to scaffold this to ensure students can access information as required;
- document homework requirements where students can refer to it at home for recall; and
- ensure the amount of homework is individualised depending on the capabilities of the student, with ILP's used as a guide.

Examples of homework:

- not busy work;
- completion of set work in class;
- further time for extension of a higher-level task that involves deep or transfer learning;

- provide work to give formative feedback to the teacher on their progress;
- redo work that needs improvement or a rethink;
- catching up on missed work with a plan on how to do so;
- reflection on the course or a piece of work or the best process to approach something;
- skills work to cement understanding of current concepts; or
- flipped classroom where students may watch a 'how-to' video.

When homework will be given:

- when students have been absent with an achievable plan on how they will catch up;
- when there is an opportunity for deeper or transfer learning that requires time to gain the best response to it;
- when students are showing that they need more practice of a particular skill;
- when the teacher wants formative feedback on how the students are going to check details of their thinking and working; or
- when some background is needed to be most receptive to a new idea by doing some preparing with notes or videos etc.



Homework must hold students accountable and will be checked. To ensure this occurs, teachers may:

- spend five minutes doing a quick check that it is done and recording this;
- ask questions that check student understanding of the set homework;
- ask students to submit their homework then check it off on a list and mark it in pairs or from answers; or
- ask students in groups to share what they learnt in preparation with homework.

Roles & Responsibilities

Students are required to:

- successfully plan to complete the homework around other obligations such as sport, family, and work;
- complete homework within the given time frame;
- seek assistance where required in a timely manner; and
- follow up on feedback.

Teachers are required to:

- ensure an appropriate amount and time is allocated to complete homework;
- check homework regularly and give feedback;
- fit timelines around students' other obligations where possible;
- communicate with students and parents upon any non-completion;
- ensure homework is visible on SEQTA and Teams.

Parents are asked to:

- be involved and interested in their child's learning;
- encourage and support time management and planning for completion around other obligations;
- contact relevant teachers with any concerns; and
- help support students with setting up and maintaining a suitable space to undertake homework

Deadline Policy

Middle School

Students in the Middle School are responsible for completing assessment tasks by the due date. If there is a legitimate reason why a student cannot complete the work, they are expected to negotiate an extension with the relevant teacher at least 24 hours before the due date. The request for the extension must be accompanied by a note from a parent/caregiver together with evidence of the work completed to date.

What happens if the work is not submitted on time?

If work is not submitted, is late or incomplete, consequences will apply. The rationale for this is to ensure that students who organise themselves adequately to meet deadlines are not disadvantaged.

- Students who do not submit work on the due date will attend the Study Room at lunch time to complete the assessment.
- If a student does not attend the Study Room, contact with parents/ caregivers will be made by the subject teacher.

Work submitted late

- If a student does not submit work after this point, the subject teacher will contact the parents/ caregivers of the student.
- This will also be recorded in the Learning Management System.



Positive Education Enhanced Curriculum (PEEC)

Middle School

PEEC is a research-based explicit Positive Education curriculum where students can learn the evidence based wellbeing skills that contribute to living a healthy and fulfilling life. The curriculum is firmly based on the science of wellbeing, has been developmentally sequenced for our Middle School and Senior School students, and is modelled against the PERMA framework. It is developed by the Institute of Positive Education and is designed in consultation with world renowned researchers in the field of positive psychology. PEEC is aligned with the International Baccalaureate and the Australian Curriculum. Students will engage in weekly explicit PEEC lessons with their home class teacher.

PEEC aims to 'place wellbeing at the heart of education' – Justin Robinson, director of the Institute of Positive Education. It aims to enrich teachers' foundational understanding of Positive Education so they can provide students with the skills and knowledge to thrive. This will be accomplished as students work towards their developmental achievements based on the key domains of the PERMA model of Positive Psychology.

Units of Study

The key domains of the PERMA model of Positive Psychology include:

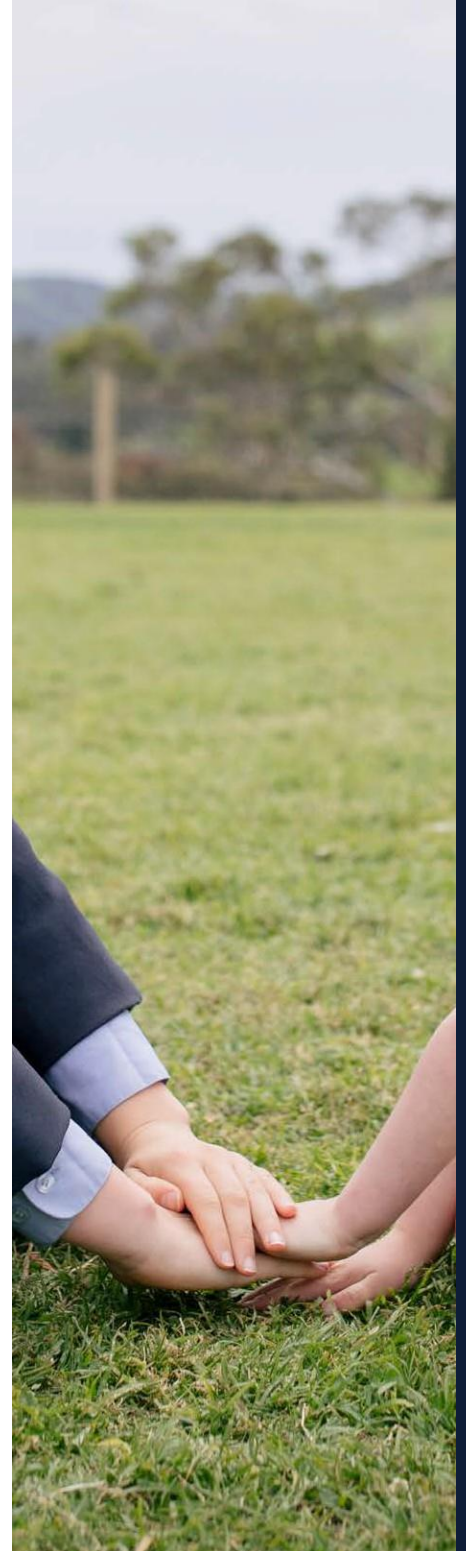
- Positive Emotions
- Positive Engagement
- Positive Relationships
- Positive Meaning
- Positive Accomplishment
- Positive Health

Assessment Tasks:

The curriculum provides scope to gauge student understanding through formative assessments. Students will not have to undertake summative assessments as part of their wellbeing curriculum.

Assessment Criteria:

Students will receive a home class comment at the end of each semester. This will consist of the students' engagement in the topics, an example of the learning intentions addressed, and a goal for the following semester.





Positive Education Enhanced Curriculum (PEEC)

Middle School

Learning Module

Year 7

- Self-knowledge Year 10
- Positivity
- Goal Orientation
- Leadership and teamwork
- Kindness and connection
- Mindsets

Year 8

- Empathy and compassion
- Resilience
- Motivation
- Curiosity and interest
- Self-control
- Sense of meaning
- Core values

Year 9

- Leadership and teamwork
- Goal orientation
- Character development
- Grit and persistence
- Motivation
- Creativity
- Flow

Year 10

- Empathy and compassion
- Physical wellbeing
- Gratitude
- Core values
- Resilience
- Care giving
- Sense of meaning

Year 11

- Positivity
- Leadership and Teamwork
- Kindness and Connections
- Goal Orientation
- Grit and Persistence
- Motivation


Year 12

- Flow
- Self-Control
- Mind/Body Connection
- Sense of Meaning
- Core Values
- Decision Making
- Gratitude

Subject Flowchart

Middle School

This Year 7 to Year 12 Subject Flowchart indicates the pathways students may select at Encounter Lutheran College in 2024.

	 Christian Studies	TIDE (Technology, Innovation, Design & Engineering)	Interdisciplinary	English	Language Acquisition	Physical Education	Humanities	Mathematics	Arts	Sciences
Year 7 & 8	Christian Studies	Material Solutions (Wood) Communication Products Food Technology Digital Technology		English	Japanese	Physical Education	Humanities	Mathematics	Music Drama Visual Art	Science
Year 9	Christian Studies	Material Solutions (Wood) Communication Solutions Food Technology Digital Technology	Community Project	English	Japanese	Physical Education Sports Science	Humanities	Mathematics	Music Drama Visual Art Dance	Science
Year 10	Christian Studies	Material Solutions (Wood) Communication Solutions Food Technology Digital Technology	Exploring Identities and Futures Workplace Practices	English	Japanese	Health & Wellbeing Physical Education Sports Science	History Society & Culture	Essential Mathematics General Mathematics Mathematical Methods 10A	Music Drama Visual Art Dance	Science
Year 11	Spiritualities, Religion & Meaning	Material Solutions Comm Solutions Business Innovation Food & Hospitality Child Studies	Activating Identities & Futures	English Essential English English Literacy Studies	Japanese	Physical Education	Modern History Legal Studies Aboriginal Studies	Specialist General Methods Essentials	Music Drama Visual Art Dance	Chemistry Biology Physics Earth & Environment Psychology
Year 12	Spiritualities, Religion & Meaning	Material Solutions Comm Solutions Business Innovation Food & Hospitality Child Studies	Workplace Practices	English Essential English English Literacy Studies	Japanese	Physical Education	Modern History Legal Studies Aboriginal Studies Society & Culture	Specialist General Methods Essentials	Music Drama Visual Art Dance	Chemistry Biology Physics Earth & Environment Psychology

Year 7 & 8



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In Year 7, all students study a common course of subjects.

- Christian Studies
- Design Technology
- Drama
- English (Language & Literature)
- Health & Physical Education
- Individuals & Societies
- Japanese (Language Acquisition)
- Mathematics
- Music
- Science
- Service Learning
- Problem Based Learning (Interdisciplinary Units)
- Visual Art
- Wellbeing

Year 8

In Year 8, all students study a common course of subjects.

- Christian Studies
- Design Technology
- Drama
- English (Language & Literature)
- Health & Physical Education
- Individuals & Societies
- Japanese (Language Acquisition)
- Mathematics
- Music
- Science
- Service Learning
- Visual Art
- Wellbeing





SUBJECT FLOWCHART

7 & 8

Music | Drama | Visual Arts | Dance

9

Music | Drama | Visual Arts | Dance

10

Music | Drama | Visual Arts | Dance

11

**Music Experience | Drama | Visual Arts |
Dance | Creative Arts | Music Advanced**

12

**Music Performance | Music Exploration |
Drama | Visual Arts | Dance | Creative Arts**

YEAR 7 & 8

Overview

Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Students tell stories through collaborative practice.

Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

Aims

The aims of Drama are to encourage and enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Acquire and develop skills needed for the creation of works;
- Create works;
- Reflect on, appreciate and evaluate their work and the work of others;
- Develop receptiveness to drama forms across time, place and cultures, and perceive the significance of these forms as an integral part of life.

Units Of Study

In Drama, a range of topics are studied throughout the year. These topics may include:

Year 7

- Puppetry
- Fractured Fairytales
- Ensemble Storytelling

Year 8

- Tableau and Mime
- Ensemble Storytelling
- Character & Comedy

Through a wide range of activities and small performance-based tasks; students have the opportunity to develop skills in focus, concentration, confidence, cooperation and performance.

Students will explore communicating through the language of space, movement, voice and gesture. Working collaboratively in groups is a key aim of drama and students will develop cooperative ensemble skills to solve problems creatively. Students will reflect and evaluate their own performances and performances of others through the use of a Drama Process Journal.

Assessment Tasks

Over each course a range of assessment tasks are used. These include research assignments, written and oral presentations, practical participation and practical skills, work reports and analysis, cooperative learning, note taking, time and materials management.

Assessment Criteria

Assessment in MYP Arts follows the creative cycle, being:

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

YEAR 7 & 8

Overview

Music gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others.

Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to the cultures of the world and, by engaging in practical work, to develop understanding of how the act of making music is a significant and universal aspect of human expression.

Aims

Participation in Music will enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Explore their world through the processes of Music;
- Acquire and develop skills needed for the creation of works;
- Use the language, concepts and principles of Music;
- Communicate their thoughts and ideas through Music;
- Create works;
- Reflect on, appreciate and evaluate their work and the work of others

Units Of Study

Areas of study may include but are not restricted to the following:

Year 7

- Instrument tuition
- Soundtrack Composition (music tech)
- Music Theory

Year 8

- Instrument tuition
- Soundtrack Composition (music tech)
- Music Theory

Assessment Tasks

Assessment tasks include presentations, research tasks, composition and arranging exercises and the documentation of various ideas, thoughts, processes and reflections through the use of the Arts Process Journal.

Assessment Criteria

Assessment in MYP Arts follows the creative cycle, being:

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

Instrumental Programme

Encounter Lutheran College enables private tuition at school by professional and carefully selected tutors, in a wide range of musical instruments and voice. For more details collect a brochure from Student Services.

Instruments taught include:

- Piano/Keyboard
- Voice
- Guitar
- Drums
- Bass Guitar
- Clarinet
- Flute
- Saxophone
- Trumpet
- Trombone
- Violin
- Viola

Lessons are thirty minutes in duration and are conducted at school during the day, generally on a rotational basis where possible so that students do not miss the same subject lesson each week. Set times can be negotiated for senior students out of class time.

Fees for individual tuition lessons and group lessons (2-3 students) are advised at the beginning of the school year.

Students are expected to practise regularly. Recommended times vary according to year level and advice may be sought from the relevant instrumental and classroom music teachers. Students wishing to continue their study of classroom music into the Senior School should practice for 30 minutes each day.

Encounter Lutheran College can assist parents with the hire of instruments if required.

Extracurricular Ensembles

All students are encouraged to join one of the following ensembles:

- Middle School Vocal Group
- Middle School Band
- Shine Band
- Lunchtime Concerts



YEARS 7 & 8

Overview

The Study of Art:

- nurtures creativity and inventiveness.
- develops self-esteem, self-discipline, cooperation, and self-motivation.
- helps students to acquire the necessary tools for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.
- gives students a window to the rich and interesting world around them, teaching them about their own history and culture, as well as those of other.

Aims

The aims of the Art program are to encourage the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- explore through the processes of Visual Art and the use of an art process journal;
- acquire and develop skills needed for the creation of Visual Art work;
- use the language, concepts and principles of Visual Arts;
- communicate their thoughts and ideas through Visual Arts;
- create Visual Art work;
- reflect on, appreciate and evaluate their artwork and the artwork of others;
- develop receptiveness to Visual Art forms from across time, place and cultures, and perceive the significance of these art forms as an integral part of life;

- connect more deeply to the world and open them to new ways of seeing.

Units Of Study

Visual Art is a one semester subject in Years 7 and 8. Areas of study may include but are not restricted to the following:

Year 7

- Aboriginal Art
- Ancient Roman coin design
- Mexican Sugar skull designs
- Ephemeral Art

Year 8

- Japanese Art: Tsuba, Hanko, Ukiyo e lino cuts
- Chinese Art: Ah Xiang

Line, shape, tone, form, space, colour and texture are taught throughout the semester either as specific lessons or embedded in the units above.

Research and word communication skills are also integrated into the courses.

Assessment Tasks

A range of assessment tasks are used which include: painting, drawing, printmaking, carving, journal entries, and ICT skills (digital image manipulation).

Assessment Criteria

Assessment in MYP Arts follows the creative cycle, being:

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

SUBJECT FLOWCHART

Christian Studies

Christian Studies

Christian Studies

Spiritualities, Religion and Meaning

Spiritualities, Religion and Meaning

YEAR 7 & 8

Overview

Christian Studies provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality. The Christian Studies classroom is a place where:

- teaching and learning occurs in a supportive, inclusive and safe environment
- learners are engaged in intellectually challenging experiences that actively involve them in journeys of inquiry and constructing their own meanings.

The pedagogical approach in Christian Studies makes learning personally relevant, creates deep thinking and brings students to a place where they act on the challenges, values and beliefs communicated. A significant aspect of learning involves developing religious literacy which gives students theological and philosophical frameworks for what it means to be human and provides them with opportunities and means to make life choices.

A person is religiously literate when he/she can make sense of and engage with texts, practices and beliefs of a religious tradition. Being religiously literate enables people to access and communicate their experience of spirituality.

Aims

In Christian Studies, students are:

- challenged to think critically and laterally about increasingly complex issues;
- given a range strategies to solve problems ;
- stimulated to think in different ways;
- able to respond in a multiplicity of ways;
- given opportunities to be still and reflect engaged in meaningful debate;

- stimulated to think in new ways;
- encouraged to interact with a range of people, data and media;
- shown how to make coherent links with prior learning and experiences;
- provided opportunity to listen and are genuinely listened to;
- encouraged to share their growing understanding;
- encouraged to embrace the new and different with thought, creativity and respect;
- encouraged to make meaningful connections between learning and their experience of the world.

Units Of Study

In Christian Studies, a range of topics are studied throughout the year. These topics may include:

Year 7

- 'Peer Support' with a Year 11 class for Term 1
- Who is God?
- Good vs Evil
- Spirituality

Year 8

- The House of God
- Gift of God
- Ethics and Morals
- Working With God

Christian Studies (cont) Middle School

Assessment

A range of assessment tasks are used, which include presentations, essay tasks, empathy tasks, and class debates.

The following criteria are used in assessment. Note that not all criteria are used for every task.

Assessment Criteria

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating
- CRITERION C Communicating
- CRITERION D Thinking Critically





YEAR 7 & 8

Overview

The study of English has three important functions:

- as the main language of teaching and learning across the Areas of Learning at the College;
- as the means of personal and interpersonal communication;
- as a means of transmitting and understanding different cultural values and perspectives.

Aims

The aims of the English program are to encourage the students to:

- use language with enjoyment as a vehicle for thought, creativity, learning and self expression;
- respond appropriately to a variety of texts;
- gain deeper understanding of human nature, of oneself and others;
- develop a critical approach to literature;
- develop an understanding of the relationship between audience, purpose, form, context and language;
- comprehend more clearly aspects of one's own culture and those of other people's cultures;
- develop wide reading for enjoyment.

UNITS OF STUDY

As English is a developmental subject, each of the following units is visited in each year level but with an ever-increasing degree of complexity.

Covered at least once during learning from Year 7 to 9

Written Expression

- persuasive
- procedural
- reflective
- critical
- creative
- narrative
- personal
- Recount

Oral Expression

- public speaking
- debates
- oral presentations

Poetry

- reading, understanding writing and analysing a variety of styles
- exploring different purposes
- poetic devices
- writing poetry

Visual/Media Texts

- Graphic Novels and Comics
- Newspapers
- Online media
- Advertising

Literary Texts

- Understanding texts
- Responding critically and personally to texts

*Students will respond to a range of literature including novels, drama texts and films. Teachers will select from a range of genres, and students will study both Australian literature, and world texts representing views from a variety of cultures.

Spelling, vocabulary and grammar are taught throughout the year either as specific lessons or embedded in the units. Research and word processing skills are also integrated into the courses.

Assessment Tasks

A range of assessment tasks are used which include: written text responses, journal entries,

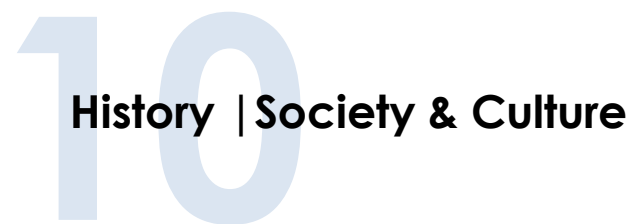
essay writing, newspaper/magazine articles, critical reading, poetry analysis and writing, creative writing, reports, oral presentations, writing for various purposes, and creating texts using a range of ICTs.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Analysing
- CRITERION B Organising
- CRITERION C Producing Text
- CRITERION D Using Language





YEAR 7 & 8

Overview

The study of Humanities (Individuals and Society) combines the following disciplines:

- History
- Geography
- Economics and Business
- Civics and Citizenship

The Humanities are the studies of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Aims

The aims of the Humanities program are to encourage the students to:

- think critically, solve problems, communicate effectively, make decisions and adapt to change;
- respond to real world issues;
- gain an understanding of key historical, geographical, political, economic and societal factors and how these different factors interrelate;
- gain a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century.

Units Of Study

In Humanities, a range of topics are required to be studied throughout the full year.

These topics may include:

Year 7

- Ancient Rome
- Water in the World
- Place and liveability
- Government and democracy
- Laws and citizens
- Economics and business
- Archaeology

Year 8

- Medieval Europe
- Japan under the Shoguns
- Landforms and landscapes
- Changing nations - urbanisation
- Citizenship and diversity
- Economics and business skills

Assessment Tasks

A range of assessment tasks are used, which include: presentations, analytical responses, essay tasks, empathy tasks, source analysis, investigations, product development.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating
- CRITERION C Communicating
- CRITERION D Thinking Critically

Japanese (Language Acquisition)

Middle School

SUBJECT FLOWCHART



YEAR 7 & 8

Overview

Japanese equips students with the ability to communicate with Japanese-speaking communities and is a gateway to understanding other cultures. Through their learning, students gain an understanding of how cultural concepts and practices affect how people see the world, interact and communicate with others.

The study of Japanese is an essential part of an understanding of Australia's place in the world and gives a reference point to understand one's own culture. The study of Japanese enables students to function in another culture and provides students with an international perspective.

Aims

The aim of Japanese is to:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage;
- Develop a respect for and understanding of diverse linguistic and cultural heritage;
- Develop communication skills necessary for further language learning;
- Develop multiliteracy skills through the use of a range of learning tools;
- Develop an appreciation of a variety of literacy and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning;
- Recognise and use language as vehicle of thoughts, reflection, self-expression and learning in other subjects, and as a tool of enhancing literacy;
- Understand the nature of language and process of language learning;
- Offer insights into cultural characteristics of the communities and where the language is spoken;

- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities;
- Foster curiosity, inquiry and life-long interest, and enjoyment of, language learning.

Units Of Study

Topics may include:

Year 7

- Hiragana
- Greetings
- My self & self-introductions
- My family
- My town
- Restaurants
- Weekly routine

Year 8

- Daily Routine
- Transport
- Seasons
- Manga
- Hobbies
- School and School life
- School Events

Assessment Tasks

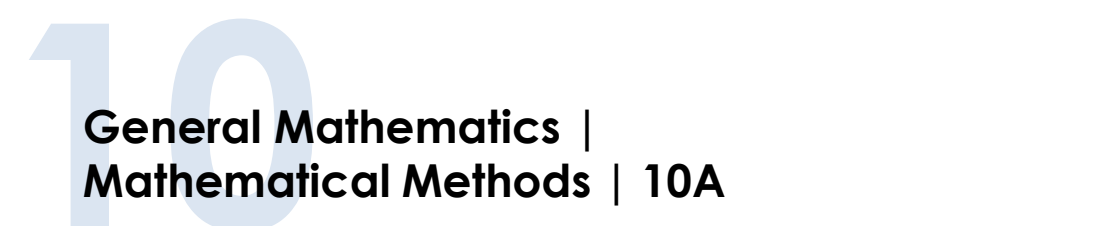
Speaking: Interviews, role plays, oral presentations

Writing: Narratives, descriptions, posters, brochures

Comprehension: Students are expected to read, listen to and view a variety of texts such as film, clips, magazines, stories, recordings of songs, talks and interviews.

Assessment Criteria

- CRITERION A Listening
- CRITERION B Reading
- CRITERION C Speaking
- CRITERION D Writing



YEAR 7 & 8

Overview

The language of mathematics enables people to;

- describe and model events and situations
- provide a key to understanding the world in which we live

It is essential that students are equipped with a solid base of mathematical knowledge, related skills and attitudes to enable them to adapt as the need arises. The fundamental concepts of Middle School Mathematics include holistic learning, intercultural awareness, communication and the use of technology.

Aims

The aims of MYP mathematics are to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power;
- Develop an understanding of the principles and nature of mathematics;
- Communicate clearly and confidently in a variety of contexts;
- Develop logical, critical and creative thinking;
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving;
- Develop powers of generalization and abstraction;
- Apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments;
- Appreciate how developments in technology and mathematics have influenced each other;
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other areas of knowledge;
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics;
- Develop the ability to reflect critically upon their own work and the work of others.

Units Of Study

Year 7

Number & Algebra

- Number and place value
- Real numbers
- Money and financial Mathematics
- Patterns and algebra,
- Linear and non-linear relationships

Measurement & Geometry

- Using units of measurement
- Shape
- Locations and transformation
- Geometric reasoning

Statistics & Probability

- Chance
- Data representation and interpretation

Year 8

Number & Algebra

- Number and place value
- Real numbers
- Money and financial maths
- Patterns and algebra
- Linear and non- linear relationships

Measurement & Geometry

- Using units of measurement
- Geometric reasoning

Statistics & Probability

- Chance
- Data representation and interpretation

Assessment Tasks

Assessment tasks vary depending on the year level and topic being studied. They may include tests, assignments, investigations, projects and oral presentations.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating Patterns
- CRITERION C Communicating
- CRITERION D Applying Mathematics in Real-life





SUBJECT FLOWCHART



Physical Education | Sport Science

Physical Education | Sport Science |
Health & Wellbeing

Physical Education | Sport Science

Physical Education

YEAR 7 & 8

Overview

The Physical Education program is underpinned by the concept of Physical Literacy and its four domains of education;

- Physical
- Social
- Psychological
- Cognitive

Studying 'movement for life' provides a framework for individual improved performance. It highlights the importance of skill and strategy identification, application and transfer. It emphasizes, not only knowledge and execution of skill through the physical domain, but the influence that movement can have on relationships (social and self-talk) and attitudes of inclusion.

Aims

- Use inquiry to explore Physical and Health Education concepts;
- Use investigations as a vehicle for development of SACE capabilities;
- Participate effectively in a variety of contexts;
- Understand the value of physical activity;
- Achieve and maintain a healthy lifestyle;
- Collaborate and communicate effectively;
- Build positive relationships and demonstrate social responsibility;
- Reflect on their learning experiences.

Units Of Study

Year 7 Health

- Bullying, mental health and wellbeing
- Online Safety
- Nutrition
- Relationships and sexuality (from a development perspective)

Year 8 Health

- Health benefits of being active
- Healthy decision making
- Drugs and Alcohol
- Valuing diversity and promoting inclusivity

Year 7 Physical Education

- Performance improvement in Athletics
- Learning movement strategies through Ultimate Frisbee
- Developing leadership through SEPEP Netball
- Developing movement skills in Table Tennis
- Rhythmic movement patterns through Dance

Year 8 Physical Education

- Performance improvement in Athletics
- Developing collaboration through games making (Spikeball)
- Developing leadership through SEPEP Soccer
- Movement strategies through Hockey
- Developing movement skills through Volleyball
- Rhythmic movement patterns through Gymnastics

Assessment Tasks

Assessment is strongly influenced by the notion of 'continual improvement' through goal setting. Specific sports give students the opportunity to develop strategies, record personal outcomes and reflect and evaluate their success.

Practical sessions are integrated with theory to help students gain knowledge through movement.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowing and understanding
- CRITERION B Planning for performance
- CRITERION C Applying and performing
- CRITERION D Reflecting and improving



SUBJECT FLOWCHART



9

Science | Earth and Environmental Studies

10

Science | Earth and Environmental Studies

11

Chemistry | Psychology | Biology | Physics
| Earth and Environmental Studies

12

Chemistry | Psychology | Biology | Physics

YEAR 7 & 8

Overview

Science is a compulsory subject from Year 7 - 9. Science is taught as a single subject and explores the disciplines of:

- Biology
- Chemistry
- Physics
- Earth Sciences

Aims

The aims of MYP sciences are to encourage and enable students to:

- Understand and appreciate science and its implications;
- Consider science as a human endeavour with benefits and limitations;
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- Build an awareness of the need to effectively collaborate and communicate;
- Apply language skills and knowledge in a variety of real-life contexts;
- Develop sensitivity towards the living and nonliving environments;
- Reflect on learning experiences and make informed choices.

Units Of Study

Areas of study may include:

Year 7

- Classification
- Ecosystems
- Forces and simple Machines
- Earth's Resources
- Earth and Space
- Mixing and Separating

Year 8

- Chemical Change
- Rocks
- Elements, compounds and Mixtures
- Energy
- Forensic Science
- Cells
- Living Systems

Assessment Tasks

A range of assessment tasks are used including: research assignments, essays, practical and theory tests, oral presentations, investigation designs and practical reports.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowing and Understanding
- CRITERION B Inquiring and Designing
- CRITERION C Processing and Evaluating
- CRITERION D Reflecting on the impacts of Science

Design Technology

Design Technology

**Communication Solutions | Digital Technology
Food Technology | Material Solutions**

**Communication Solutions | Digital Technology
Food Technology | Material Solutions |
Child Studies | Business Innovation**

**Communication Solutions | Digital Technology
Food Technology | Material Solutions |
Child Studies | Business Innovation**

YEAR 7 & 8

Overview

Design in Year 7 and 8 consists of Food Technology, Wood Technology and Digital Technology.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation.

It is human-centred and focuses on the needs, wants and limitations of the end user. Inquiry and problem solving is at the heart of Design. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

Aims

The aims of MYP Design Technology are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;

- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts;
- develop respect for others' viewpoints and appreciate alternative solutions to problems;
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Units Of Study

These topics may include:

Year 7

- Inquiring and analysing the design content
- Development and creation of design proposals
- Testing and evaluating products

Year 8

- Inquiring and analysing the design content
- Development and creation of design proposals
- Testing and evaluating products

Assessment Tasks

Over each course a range of assessment tasks are used. These include research assignments, written and oral presentations, practical participation and practical skills, work reports and analysis, cooperative learning, note taking, time and materials management.

Assessment Criteria

The following criteria are used in assessment.

- CRITERION A Inquiring and analysing
- CRITERION B Developing ideas
- CRITERION C Creating the solution
- CRITERION D Evaluating

Year 9



 thrive  connect  belong

 **ENCOUNTER**
LUTHERAN COLLEGE ■

In Year 9, all students study a common course of core subjects:

- Christian Studies
- English (Language and Literature)
- Health & Physical Education
- Humanities (Individuals & Societies)
- Japanese (Language Acquisition)
- Mathematics
- Science

In year 4 of the Middle Years Programme (MYP), the MYP offers students the opportunity to engage in a more individualised pathway.

The College offers students the opportunity over the period of two years to elect up to eight (8) different subjects.

In Year 9, students may choose from the following electives:

- The Arts: Music
- The Arts: Visual Art
- The Arts: Dance
- The Arts: Drama
- Design: Material Solutions
- Design: Food Technology
- Design: Communication Solutions
- Enrichment: Health & Wellbeing
- Enrichment: Earth & Environmental Studies
- Physical Education: Sports Science (compulsory for Specialist Athletes)

Students also complete the MYP Community Project as a pre-requisite to gaining the MYP Certificate.

SUBJECT FLOWCHART

7 & 8

Music | Drama | Visual Arts

9

Drama | Visual Arts | Dance

10

Music | Drama | Visual Arts | Dance

11

Music | Drama | Visual Arts | Dance

12

Music | Drama | Visual Arts | Dance

YEAR 9

Overview

Drama may be studied for one semester and focuses on storytelling with intention. Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work.

Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

Aims

The aims of Drama are to encourage and enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Acquire and develop skills needed for the creation of works;
- Create works;
- Reflect on, appreciate and evaluate their work and the work of others;
- Develop receptiveness to drama forms across time, place and cultures, and perceive the significance of these forms as an integral part of life.

Units Of Study

In Drama, a range of topics are studied throughout the year. These topics may include:

- Improvisation
- Creating Theatre

Students will explore communicating through the language of space, movement, voice and gesture. Working collaboratively in groups is a key aim of drama and students will develop cooperative ensemble skills to solve problems creatively.

Students will reflect and evaluate their own performances and performances of others through the use of a Drama Process Journal.

Assessment Tasks

Over each course a range of assessment tasks are used. These include research assignments, written and oral presentations, practical participation and practical skills, work reports and analysis, cooperative learning, note taking, time and materials management.

Assessment Criteria

Assessment in MYP Arts follows the creative cycle, being:

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

YEAR 9 ELECTIVE

Overview

Music may be studied for Semester 1 or the Full Year, however if only one semester is possible, students must enrol in Semester 1 unless an exemption is granted by the Arts Coordinator.

Music gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others.

Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to the cultures of the world and, by engaging in practical work, to develop understanding of how the act of making music is a significant and universal aspect of human expression.

It is an expectation that all students who enrol in this course undertake regular instrumental lessons with a specialist music teacher.

Aims

Participation in Music will enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Explore their world through the processes of Music;
- Acquire and develop skills needed for the creation of works;
- Use the language, concepts and principles of Music;
- Communicate their thoughts and ideas through Music;
- Create works;
- Reflect on, appreciate and evaluate their work and the work of others.

Units Of Study

Areas of study may include but are not restricted to the following:

- Developing as a musician
- Performance
- Theory and ear training
- Music production and song writing
- Traditional Japanese music
- Contemporary music by First Nations people
- World Music
- Blues, jazz, film & video game music
- Service through music

Assessment Tasks

A range of assessment tasks are used to assess the core areas of Musical Appreciation, Music Theory and Music Performance.

Tasks include presentations, research tasks, composition and arranging exercises, solo and ensemble performances and the documentation of various ideas, thoughts, processes and reflections through the use of the Arts Process Journal.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

Instrumental Programme

Encounter Lutheran College offers tuition to Middle School students by professional and experienced musicians in a wide range of musical instruments.

Instruments taught include:

- Piano
- Keyboard
- Acoustic Voice
- Guitar
- Drums
- Electric Guitar
- Bass Guitar
- Clarinet
- Flute
- Saxophone
- Trumpet
- Trombone
- Violin
- Viola

Lessons are thirty minutes in duration and are conducted at school during the day, generally on a rotational basis where possible so that students do not miss the same subject lesson each week. Set times can be negotiated for senior students' out of class time.

Individual lessons are recommended for all instruments. Paired or small group lessons are also available for some instruments.

Fees for individual tuition lessons and group lessons (2-3 students) are advised at the beginning of the school year.

Students are expected to practise regularly. Recommended times vary according to year level and advice may be sought from the relevant instrumental and classroom music teachers.

Students wishing to continue their study of classroom music into the Senior School should practice for 30 minutes each day. Encounter Lutheran College can assist parents with the hire of instruments if required.

All students are encouraged to join one of the following ensembles:

- Middle School Vocal Group
- Middle School Band
- Percussion Group
- Shine Band
- Lunchtime Concerts
- College Musical 2023

YEARS 9 ELECTIVE

Overview

Art may be studied for one or two semesters.

The Study of Art:

- nurtures creativity and inventiveness.
- develops self-esteem, self-discipline, cooperation, and self-motivation.
- helps students to acquire the necessary tools for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.
- gives students a window to the rich and interesting world around them, teaching them about their own history and culture, as well as those of others.

Aims

The aims of the Art program are to encourage the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others';
- explore through the processes of Visual Art;
- acquire and develop skills needed for the creation of Visual Art work;
- use the language, concepts and principles of Visual Arts;
- communicate their thoughts and ideas through Visual Arts;
- create Visual Art work;
- reflect on, appreciate and evaluate their artwork and the artwork of others;

- develop receptiveness to Visual Art forms from across time, place and cultures, and perceive the significance of these art forms as an integral part of life;
- connect more deeply to the world and open them to new ways of seeing.

Units Of Study

The Year 9 program is based around the unit "Media, Materials and Imagination".

Line, shape, tone, form, space, colour and texture are taught throughout the semester either as specific lessons or embedded in the units above. Research and word processing skills are also integrated into the courses.

Assessment Tasks

A range of assessment tasks are used which include: painting, drawing, printmaking, carving, journal entries, and ICT skills (digital image manipulation).

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating

YEARS 9 ELECTIVE

Overview

Dance may be studied for one or two semesters. Dance at Year 9 has a practical focus and provides students with an opportunity to study a range of contemporary dance techniques and styles. Students study dance as a performing art and learn to appreciate dance as part of the local and global arts industry.

Students develop technical dance skills through structured dance classes and apply these skills in composition and performance components. The study of composition allows students to express ideas through movement, working both individually and collaboratively.

Performance opportunities will be provided throughout the course, allowing students to gain an understanding of the process of creating a work and insight into the development of a school production or performance.

Students will reflect on historical and contemporary development of dance through analysis and appreciation. The in-depth study of choreographers works and reflection on the learners own choreographic works form the basis for theory components.

Assessment Tasks

Assessment tasks include:

- Performance/technique
- Composition
- Appreciation

Assessment Criteria

Assessment in MYP ARTS follows the creative cycle, being:

- CRITERION A: Investigating
- CRITERION B: Developing
- CRITERION C: Creating/Performing
- CRITERION D: Evaluating



SUBJECT FLOWCHART

7 & 8

Christian Studies

9

Christian Studies

10

Christian Studies

11

Spirituality, Religion & Meaning

12

Spirituality, Religion & Meaning

YEAR 9 CORE SUBJECT

Overview

Christian Studies provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality. The Christian Studies classroom is a place where:

- teaching and learning occurs in a supportive, inclusive and safe environment
- learners are engaged in intellectually challenging experiences that actively involve them in journeys of inquiry and constructing their own meanings.

The pedagogical approach in Christian Studies makes learning personally relevant, creates deep thinking and brings students to a place where they act on the challenges, values and beliefs communicated in the theology of the framework. A significant aspect of learning involves developing religious literacy which gives students theological and philosophical frameworks for what it means to be human and provides them with opportunities and means to make life choices. A person is religiously literate when he/ she can make sense of and engage with texts, practices and beliefs of a religious tradition. Being religiously literate enables people to access and communicate their experience of spirituality.

Aims

In Christian Studies, students are:

- challenged to think critically and laterally about increasingly complex issues;
- given a range strategies to solve problems;
- stimulated to think in new and different ways;

- able to respond in a multiplicity of ways;
- given opportunities to be still and reflect;
- engaged in meaningful debate;
- encouraged to interact with a range of people, data and media;
- shown how to make coherent links with prior learning and experiences;
- provided opportunity to listen and are genuinely listened to;
- encouraged to share their growing understanding;
- encouraged to embrace the new and different with thought, creativity and respect;
- encouraged to make meaningful connections between learning and their experience of the world.

Units Of Study

In Christian Studies, a range of topics are studied throughout the year. These topics may include:

- Your Story
- Family Structure
- Relationship/Mentorship
- Rites of passage
- Legacy

Christian Studies (Cont)

Middle School

Assessment Tasks

A range of assessment tasks are used, which include: presentations, essay tasks, empathy tasks, and class debates. The following criteria are used in assessment. Note that not all criteria are used for every task.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating
- CRITERION C Communicating
- CRITERION D Thinking Critically



English (Language & Literature)

Middle School

English
7 & 8

English
9

English
1

English
1
Essential English | English |
English Literary Studies

English
1
Essential English | English |
English Literary Studies

SUBJECT FLOWCHART

YEAR 9 CORE SUBJECT

Overview

The study of English has three important functions:

- as the main language of teaching and learning across the Areas of Learning at the College;
- as the means of personal and interpersonal communication;
- as a means of transmitting and understanding different cultural values and perspectives.

Aims

The aims of the English program are to encourage the students to:

- use language with enjoyment as a vehicle for thought, creativity, learning and self-expression;
- respond appropriately to a variety of texts;
- gain deeper understanding of human nature, of oneself and others;
- develop a critical approach to literature;
- develop an understanding of the relationship between audience, purpose, form, context and language;
- comprehend more clearly aspects of one's own culture and those of other people's cultures;
- develop wide reading for enjoyment.

As English is a developmental subject, each of the following units is visited in each year level but with an ever increasing degree of complexity.

Written Expression

Covered at least once during learning from Year 7 to 8

- persuasive
- procedural
- reflective
- critical
- creative
- narrative
- personal
- Recount

Oral Expression

- public speaking
- debates
- oral presentations

Poetry

- reading, understanding writing and analysing a variety of styles
- exploring different purposes
- poetic devices
- writing poetry

Visual/Media Texts

- Graphic Novels and Comics
- Newspapers
- Online media
- Advertising

Literary Texts

- Understanding texts
- Responding critically and personally to texts

English (cont)

Middle School

*Students will respond to a range of literature including novels, drama texts and films. Teachers will select from a range of genres, and students will study both Australian literature, and world texts representing views from a variety of cultures.

Spelling, vocabulary and grammar are taught throughout the year either as specific lessons or embedded in the units.

Research and word processing skills are also integrated into the courses.

Assessment Tasks

A range of assessment tasks are used which include: written text responses, journal entries, essay writing, newspaper/magazine articles, critical reading, poetry analysis and writing, creative writing, reports, oral presentations, writing for various purposes, and creating texts using a range of ICTs.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Analysing
- CRITERION B Organising
- CRITERION C Producing Text
- CRITERION D Using Language



Humanities (Individuals & Societies)

Middle School

SUBJECT FLOWCHART

7 & 8
Humanities

9
Humanities

1
History | Society & Culture

1
**Modern History | Legal Studies |
Aboriginal Studies**

1
Modern History | Legal Studies

YEAR 9 CORE SUBJECT

Overview

The study of Humanities (Individuals and Society) combines the following disciplines:

- History
- Geography
- Civics and Citizenship
- Business and Economics

The Humanities are the studies of human behaviour and interaction in social, cultural, environmental, economic, and political contexts.

The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Aims

The aims of the Humanities program encourage the students to:

- think critically, solve problems, communicate effectively, make decisions and adapt to change;
- respond to real-world issues;
- gain an understanding of key historical, geographical, political, economic and societal factors, and how these different factors interrelate;
- gain a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century.

In Humanities a range of topics are required to be studied throughout the full year. These topics may include:

- The Industrial Revolution
- Making a Nation (Colonisation - Federation)
- World War I

- Biomes and food security
- Geographies of Interconnectedness
- Political Parties and Platforms

Assessment Tasks

A range of assessment tasks are used, which include: presentations, analytical responses, empathy tasks, source analysis, campaign productions.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating
- CRITERION C Communicating
- CRITERION D Thinking Critically

7 & 8

Japanese

9

Japanese

10

Japanese

11

Japanese

12

Japanese

SUBJECT FLOWCHART

YEAR 9 CORE SUBJECT

Overview

Japanese equips students with the ability to communicate with Japanese-speaking communities and is a gateway to understanding other cultures. Through their learning, students gain an understanding of how cultural concepts and practices affect how people see the world, interact and communicate with others.

The study of Japanese is an essential part of an understanding of Australia's place in the world and gives a reference point to understand one's own culture. The study of Japanese enables students to function in another culture and provides students with an international perspective.

Aims

The aim of Japanese is to:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage;
- Develop a respect for and understanding of diverse linguistic and cultural heritage;
- Develop communication skills necessary for further language learning;
- Develop multiliteracy skills through the use of a range of learning tools;
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning;
- Recognise and use language as vehicles for thoughts, reflection, self-expression and learning in other subjects, and as a tool of enhancing literacy;
- Understand the nature of language and process of language learning;

- Offer insights into cultural characteristics of the communities and where the language is spoken;
- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities;
- Foster curiosity, inquiry and life long interest, and enjoyment of, language learning.

Units Of Study

Topics may include:

- Milestones and growing up
- Food
- Katakana
- Shopping
- City and Country

Assessment Tasks

Speaking: Interviews, role plays, oral presentations

Writing: Narratives, descriptions, posters, brochures

Comprehension: Students are expected to read, listen to and view a variety of texts such as film, clips, magazines, stories, recordings of songs, talks and interviews.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Listening
- CRITERION B Reading
- CRITERION C Speaking
- CRITERION D Writing

SUBJECT FLOWCHART

7 & 8

Mathematics

9

Mathematics | 9A

10

Essential Mathematics | General
Mathematics | Mathematical
Methods | 10A

11

Essential | General | Methods | Specialist

12

Essential | General | Methods | Specialist

YEAR 9 CORE SUBJECT

Overview

The language of mathematics enables people to:

- describe and model events and situations
- provide a key to understanding the world in which we live.

It is essential that students are equipped with a solid base of mathematical knowledge, related skills and attitudes to enable them to adapt as the need arises.

The fundamental concepts of Middle School Mathematics include holistic learning, intercultural awareness, communication and the use of technology.

Aims

The aims of MYP mathematics are to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power;
- Develop an understanding of the principles and nature of mathematics;
- Communicate clearly and confidently in a variety of contexts;
- Develop logical, critical and creative thinking;
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving;
- Develop powers of generalization and abstraction;
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;

- Appreciate how developments in technology and mathematics have influenced each other;
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other areas of knowledge;
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics;
- Develop the ability to reflect critically upon their own work and the work of others.

Units of Study

- | | |
|--------------------------|---|
| Number & Algebra | <ul style="list-style-type: none"> • Number and place value • Money and financial Mathematics • Patterns and algebra, • Linear and non linear relationships |
| Measurement & Geometry | <ul style="list-style-type: none"> • Using units of measurement • geometric reasoning • Pythagoras and Trigonometry |
| Statistics & Probability | <ul style="list-style-type: none"> • Chance • Data representation and interpretation |

Assessment Tasks

Assessment tasks vary depending on the year level and topic being studied. They may include tests, assignments, investigations, projects and oral presentations.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating Patterns
- CRITERION C Communicating
- CRITERION D Applying Mathematics in Real-life Contexts



YEAR 9 ELECTIVE

Overview

Pre-requisite of level 6 or higher in Year 8 Mathematics. 9A Mathematics builds on the mathematical knowledge, understanding and skills that students have developed in number, algebra, geometry, trigonometry, statistics and probability during Year 8.

Students will be better prepared for their SACE in 10, 11 and 12 by seeing broader perspectives of topics.

Units of Study

9A will extend students' knowledge of the content studied in the standard Year 9 Mathematics course.

Topics will include:

- Networks – an introduction and application to timetabling, shortest path and shortest connection
- Linear Programming – furthering the knowledge of straight line graphs with their application to situations with constraints.
- Exponential and logarithmic graphs – revision of exponential laws and introduction to logarithmics. Graphing of exponential and logarithmic functions.

Assessment Tasks

Assessment tasks vary depending on the year level and topic being studied. They may include tests, assignments, investigations, projects and oral presentations.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

- CRITERION A Knowledge and Understanding
- CRITERION B Investigating Patterns
- CRITERION C Communicating
- CRITERION D Applying Mathematics in Real-life Contexts

SUBJECT FLOWCHART

7 & 8

Physical Education

9

Physical Education | Sport Science

10

Physical Education | Sport Science

11

Physical Education

12

Physical Education

YEAR 9 CORE SUBJECT

Overview

The Physical Education program is underpinned by the concept of Physical Literacy and its four domains of education;

- Physical
- Social
- Psychological
- Cognitive

Studying 'movement for life' provides a framework for individual improved performance. It highlights the importance of skill and strategy identification, application and transfer.

It emphasizes, not only knowledge and execution of skill through the physical domain, but the influence that movement can have on relationships (social and self- talk) and attitudes of inclusion.

Girls and boys are separated by gender in year 9. This year is a personal journey for students. Health & Physical Education allows a space for students to have real discussions and personal reflection.

Aims

- Use inquiry to explore Physical and Health Education concepts;
- Use investigations as a vehicle for development of SACE capabilities;
- Participate effectively in a variety of contexts;
- Understand the value of physical activity;
- Achieve and maintain a healthy lifestyle;
- Collaborate and communicate effectively;
- Build positive relationships and demonstrate social responsibility;

- Reflect on their learning experiences.

Units Of Study

Health

- Relationships and sexuality
- Mental health and wellbeing
- Health benefits of physical activity
- Food and Nutrition

Physical Education

- Performance improvement through Athletics
- Developing leadership through AFL 9's (Girls)
- Developing leadership through European Handball (boys)
- Improving yourself – personal endeavour
- Movement strategies in Net/Court games
- Movement strategies in Ultimate Frisbee

Assessment Tasks

Assessment is strongly influenced by the notion of 'continual improvement' through goal setting. Specific sports give students the opportunity to develop strategies, record personal outcomes and reflect and evaluate their success. Practical sessions are integrated with theory to help students gain knowledge through movement.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowing and understanding
- CRITERION B Planning for performance
- CRITERION C Applying and performing
- CRITERION D Reflecting and improving performance

YEAR 9 CORE ELECTIVE

Overview

Sports Science is available for selections in both semesters.

Over the four semesters (2 years), students will have the opportunity to engage in four different course variants.

There are three streams available for selection.

Basketball

In the course, students will further develop their decision-making skills in unfamiliar offensive and defensive scenarios, such as making varied finishes and decisions in individual offense, as well as adapting to different defensive schemes.

They will also apply their knowledge of strength and conditioning to prevent common basketball injuries and enhance essential basketball fitness components like agility, vertical jump, and 20 metre sprint. Additionally, students will engage in game analysis and collect relevant data to inform their decision-making in subsequent lessons or sessions.

Finally, if time permits, students will have the opportunity to complete a level 9 coaching course, gaining an understanding of coaching principles and skill acquisition.

Netball

During the course, students will have the chance to apply theoretical concepts through practical sessions specifically designed for Netball. These sessions will encompass both on-court and off-court roles, emphasizing the interpersonal skills necessary for a successful team dynamic. Moreover, students will utilize their knowledge of strength and conditioning to identify the primary injuries commonly associated with Netball and learn preventative measures to mitigate such risks.

Building upon their Level 1 Coaching Accreditation obtained in 2021, students will integrate their prior knowledge and skills with their understanding of skill acquisition. They will actively engage and coach a group of younger students in the sport of Netball, effectively sharing their expertise and fostering the development of next generation of players.

General

Students will have an opportunity to apply theory through movement in less traditional practical activities, such as Archery and Mountain Biking.

Students will apply their understanding of strength and conditioning in an attempt to prevent common sporting injuries across a range of sports.

Students, through an understanding of coaching and skill acquisition, will have an opportunity to undertake a group coaching task where they lead a younger group of students through an activity of their choice.

Over the four semesters (2 years), students will have the opportunity to engage in four different course variants.

Variant A: How the body can perform

- Application of Energy Systems
- The role of nutrition in performance

Variant B: How the body moves

- Human anatomy
- Physiology

Variant C: The mind of the athlete and coach

- Sports Psychology (player)
- Development of collaboration and communications as a coach

Sports Science (Cont)

Compulsory for Specialist Athletes

Middle School

Variant D: How we learn new skills

- Skill acquisition
- Biomechanics in sport

Students actively engage in interactive and movement-based activities, which allow them to cultivate and enhance their Approaches to Learning (ATL). These activities focus on developing critical thinking, communication, self-management, and data literacy skills. By emphasizing these skills, the course aims to prepare students for SACE PE and equip them to be active members of their community.

Assessment Tasks

Each student will be assessed through both practical and theory Assessment tasks.

Students will be assessed through their chosen specialist sport; this may include basketball or netball.

A range of assessment tasks are used, including goal setting and evaluation, fitness tests, practical stimulations, interactive PowerPoints, instructional videos and performance checklists.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowing and understanding
- CRITERION B Planning for performance
- CRITERION C Applying and performing
- CRITERION D Reflecting and improving performance



SUBJECT FLOWCHART

7 & 8

Science

9

Science | Earth and Environmental Studies

10

Science | Earth and Environmental Studies

11

Chemistry | Psychology | Biology | Physics
| Earth and Environmental Science

12

Chemistry | Psychology | Biology | Physics |
Earth and Environmental Science

YEAR 9 ELECTIVE

Overview

Earth and Environmental Studies is a one or two semester course.

Earth and Environmental Studies emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesise and use evidence to construct and justify conclusions.

Units Of Study

Students will study concepts based on the following topics:

2024

Semester 1: Design for Tourism

Semester 2: Brand Identity

2025

Semester 1: Web design for purpose

Semester 2: Photography masterclass

Assessment Criteria

Students will complete a number of tasks related to:

Investigation, Analysis, and Evaluation – which includes the specific features of:

- Design of an earth and environmental science investigation,
- Obtaining, recording, and representation of data,
- Analysis and interpretation of data,
- Evaluation of procedures.

Knowledge and Application – which includes the specific features of:

- Demonstration of knowledge and understanding of concepts,
- Application of concepts,
- Exploration and understanding of the interaction between science and society,
- Communication of concepts.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Knowing and Understanding
- CRITERION B Inquiring and Designing
- CRITERION C Processing and Evaluating
- CRITERION D Reflecting on the impacts of Science

YEAR 9 CORE SUBJECT

OVERVIEW

Science is a compulsory subject from Year 7 to Year 9 at Encounter Lutheran College. Science is taught as a single subject and explores the disciplines of

- Biology
- Chemistry
- Physics
- Earth and Space Sciences

AIMS

The aims of MYP sciences are to encourage and enable students to:

- Understand and appreciate science and its implications;
- Consider science as a human endeavour with benefits and limitations;
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- Build an awareness of the need to effectively collaborate and communicate;
- Apply language skills and knowledge in a variety of real-life contexts;
- Develop sensitivity towards the living and nonliving environments;
- Reflect on learning experiences and make informed choices

UNITS OF STUDY

- Atoms and Atomic structure
- Energy transfer
- Body Coordination
- Plate Tectonics
- Elements and Ions
- Reaction types
- Electricity

ASSESSMENT TASKS

A range of assessment tasks are used including: research assignments, essays, practical and theory tests, oral presentations, investigation designs and practical reports.

ASSESSMENT CRITERIA

The following criteria are used in assessment. Note that not all criteria are used for every task.

CRITERION A Knowing and Understanding

CRITERION B Inquiring and Designing

CRITERION C Processing and Evaluating

CRITERION D Reflecting on the impacts of Science

Design Technology

Communication Solutions | Digital Technology | Food Technology | Material Solutions

**Communication Solutions | Digital Technology
Food Technology | Material Solutions**

**Communication Solutions | Digital Technology
Food Technology | Material Solutions | Business Innovation | Child Studies**

**Communication Solutions | Digital Technology
Food Technology | Material Solutions | Business Innovation | Child Studies**

YEAR 9 ELECTIVE

Overview

Communication Solutions may be studied for one or two semesters. Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques.

They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes.

They analyse the impact of technological practices and products of individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

Units Of Study

This focus area involves the use of materials such as symbols, signs, behaviour, light, images or other data to design and make products that communicate information.

Examples of Communication Solutions assessment projects include:

- Logo design
- Photography
- Multimedia
- CAD/CAM (Computer Aided Design/Computer Aided Manufacturing)

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Inquiring and analysing
- CRITERION B Developing ideas
- CRITERION C Creating the solution
- CRITERION D Evaluating



YEAR 9 ELECTIVE

Overview

Food Technology may be studied for one or two semesters.

The course provides opportunities for students to explore and develop food-related interests and skills, such as safe food handling practices for a range of foods.

Students organise, implement and manage production processes in a range of food environments, and understand systems that regulate food availability, safety and quality. Students will learn and develop their understanding behind the science of ingredient substitution and the need for balance in taste and texture. Students will also explore different methods of presentation and design elements in food.

Design helps to develop and foster creative thinking through investigating, designing, planning, creating and the evaluation of products.

Units Of Study

Topics may include:

- Introduction to Food by Design and the design process
- Explore the basic skills and processes required in a kitchen
- Adhere to Standard 3.2.2 Food Safety Practices and General Requirements
- Investigate essential nutrients and sensory profiles of food
- Explore a range of international cuisines
- Research a variety of dietary and health requirements, developing and creating a meal plan to suit specific needs.

- Development and making of food products
- Testing and evaluating food products

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Inquiring and analysing
- CRITERION B Developing ideas
- CRITERION C Creating the solution
- CRITERION D Evaluating

YEAR 9 ELECTIVE

Overview

Digital Technology can be taken for one or two semesters.

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically.

Digital Technology more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs;
- use computational thinking and the key concepts of abstraction;
- data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions;
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings;
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences;
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Assessment Tasks

Over each course a range of assessment tasks are used. These include research assignments, written and oral presentations, practical participation and practical skills, work reports and analysis, cooperative learning, note taking, time and materials management.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Inquiring and analysing
- CRITERION B Developing ideas
- CRITERION C Creating the solution
- CRITERION D Evaluating Digital Technology

YEAR 9 ELECTIVE

Overview

Material Solutions may be studied for one or two semesters.

Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques.

They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices and products of individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

Units Of Study

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products out of various timbers.

Examples of projects include:

- Building and construction
- Timber and timber products
- Up-cycling
- CO2 Dragsters
- CAD/CAM (Computer Aided Design/ Computer Aided Manufacturing)
- Digital Technologies

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

- CRITERION A Inquiring and analysing
- CRITERION B Developing ideas
- CRITERION C Creating the solution
- CRITERION D Evaluating





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