



Curriculum Handbook

Middle School Years 7-9 | 2024



Nazareth

PRINCIPAL'S INTRODUCTION

Our Middle Years Curriculum Handbook for students in Years 7 – 9 at Nazareth provides an overview of the diverse range of subjects we offer. We hope that you will find the information in this booklet informative and useful.

Our academic and pathways curriculum complements our pastoral care and faith formation programs. These programs, together with the vast range of co-curricular opportunities offered at Nazareth, meet the physical, psychological, cognitive and social development needs of middle years learners.

At Year 7, we transition students into an environment that supports and nurtures both their learning and wellbeing. A smaller, core group of teachers aims to increase their engagement in learning, foster deep and meaningful relationships between students and staff, and further support students' transition into secondary schooling. Our programs are designed to address the attributes of the middle years learner, preparing students to be thriving people, capable learners and leaders for the world God desires.

Students remain in the same class for core subjects. These subjects offer an interdisciplinary, inquiry and project-based approach to learning, thereby fostering a love of learning among our young people. As an example, a teacher will have the same class across multiple subjects such as English, HaSS and Religion.

Our approach to learning in the middle years sets out to develop the general capabilities in the Australian Curriculum including:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

These capabilities are key skills required for our students to emerge as confident, successful and responsible young global citizens after they graduate from Nazareth.

As students progress through Years 8 and 9 they will strengthen their talents and interests, forming their own goals for success, and goals for future learning and career aspirations.

As part of our approach to Pathways and Partnerships, opportunity is provided for students to commence the shaping of their own learning by selecting the elective subjects they wish to study and undertaking learning opportunities that develop skills and inform pathways as they progress through the middle years.













Nazareth provides a rich learning, wellbeing and faith formation program to develop the whole child. Our staff are committed to the successful learning journey of each student, and they work in supporting every child to achieve their personal best. We provide a safe, hope-filled, and encouraging environment based upon respect and positive relationships, justice, care and compassion. In such an environment our students thrive and flourish.

Mr Andrew Baker
Principal





Contents

Principal’s Introduction	2
The Australian Curriculum	4
Year 7 at Nazareth.....	5
Year 8 at Nazareth.....	6
Year 9 at Nazareth.....	7
 Religious Education.....	8
 The Arts	10
 Business, Careers & Futures.....	21
 Design Technologies	22
 Digital Technologies.....	26
 English	29
 Food and Technology.....	31
 Health & Physical Education	34
 Humanities & Social Sciences.....	40
 Languages.....	42
 Mathematics	46
 Sciences	48

THE AUSTRALIAN CURRICULUM

In Years 7 to 10 students study the Australian Curriculum. The Australian Curriculum sets out the priorities and aspirations we hold for our young people, regardless of where they live and learn. It was developed to improve the quality, equity and transparency of Australia's education system.

The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling.

The curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities.

Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.

LEARNING AREAS

The F–10 Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn in 8 learning areas.

The learning areas of English, Mathematics, Science, and Health and Physical Education comprise a single subject.

The learning areas of Humanities and Social Sciences (HASS), The Arts, Technologies and Languages each comprise multiple subjects.

GENERAL CAPABILITIES

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully.

General capabilities are developed through the content of the learning areas. The 7 general capabilities in the Australian Curriculum are:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability

CROSS-CURRICULUM PRIORITIES

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are addressed through learning area content.

The 3 cross-curriculum priorities in the Australian Curriculum are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

For more information on the Australian Curriculum, please visit <https://australiancurriculum.edu.au/parent-information>.





Curriculum Structure

YEAR 7

We are looking forward to welcoming students who will commence Year 7 with us in 2024.

The Year 7 curriculum is designed to facilitate a smooth transition between primary and secondary education. Year 7 students will get the benefit of specialist teachers and facilities providing a greater depth of learning and challenge whilst still maintaining a classroom environment where each student is known, valued and cared for.

The table below outlines the subjects studied by students in Year 7, and the length of each course.

Subjects	Learning Area	Length of Course
Religion	Religious Education	Full Year
English	English	Full Year
Mathematics	Mathematics	Full Year
Science	Sciences	Full Year
Physical Education*	Health & Physical Education	Full Year
Wellbeing Program	Health & Physical Education	Full Year
Italian or Japanese	Languages*	Full Year
Humanities	Humanities and Social Sciences	Full Year
Digital Competencies	Digital Technologies	One Term
Digital Technology	Digital Technologies	One Term
Design and Technology	Design Technologies	One Term
Art	The Arts	One Term
Dance	The Arts	One Term
Drama	The Arts	One Term
Music*	The Arts	One Term
Cook & Create	Food and Technology	One Term
Mentor Group	N/A	Full Year

*Languages

Students have the option of studying either Italian OR Japanese.

*Music

Students have the option of choosing Music Academy instead of Music, however must study a private instrument.

Health & Physical Education

Students will be invited to trial for the Basketball, Football (Soccer) and Netball Academies.

YEAR 8

All Year 8 students at Nazareth will study a selection of compulsory subjects from the Australian Curriculum as outlined below:

Compulsory Subjects	Learning Area	Length of Course
Religion	Religious Education	Full Year
English	English	Full Year
Mathematics	Mathematics	Full Year
Science	Sciences	Full Year
Physical Education*	Health & Physical Education	Full Year
Wellbeing Program	Health & Physical Education	Full Year
Italian or Japanese**	Languages	Full Year
Humanities	Humanities and Social Sciences	Full Year
Mentor Group	N/A	Full Year

In 2024, Year 8 students will have access to more choice in what subjects they would like to study allowing students to explore their interests and specialise in Learning Areas that they engage with best.

Students will pick **at least** ONE subject to study from The Arts table, and **at least** ONE subject to study from the Technologies table.

Students then choose a further two subjects from **either** The Arts or Technologies, noting that students cannot pick the same subject twice.

The Arts

Elective Subjects	Learning Area	Length of Course
Art	The Arts	One Semester
Music	The Arts	One Semester
Music Academy	The Arts	One Semester - Semester 2
Music Technology	The Arts	One Semester
Dance	The Arts	One Semester
Drama	The Arts	One Semester

Technologies

Elective Subjects	Learning Area	Length of Course
Woodwork	Design Technologies	One Semester
Metalwork	Design Technologies	One Semester
Advanced Manufacturing	Design Technologies	One Semester
Digital Applications	Digital Technologies	One Semester
Digital Skills	Digital Technologies	One Semester
Food for Life	Food and Technology	One Semester
Food and Textiles	Food and Technology	One Semester

*Health & Physical Education

Students will be invited to trial for, or continue with AFL, AFLW, Football (Soccer), Basketball, Volleyball & Netball Academies. If successful they will complete one semester of Physical Education and one semester of their particular Academy Sport.

Students can not choose multiple academies.

**Languages

Students will continue the study of the Language undertaken at Year 7 (Italian OR Japanese).

YEAR 9

In 2024, Year 9 students will study a selection of compulsory subjects as outlined below:

Subjects	Learning Area	Length of Course
Religion	Religious Education	One Semester
English	English	Full Year
Mathematics	Mathematics	Full Year
Science	Sciences	Full Year
Physical Education*	Health & Physical Education	Full Year
Wellbeing Program	Health & Physical Education	Full Year
Social Enterprise Project	Business, Careers & Futures	One Semester
History	Humanities & Social Sciences	One Semester
Mentor Group	N/A	Full Year

Health & Physical Education

Students will be invited to trial for, or continue with AFL, AFLW, Football (Soccer), Basketball, Netball and Volleyball Academies.

Elective Subjects

In addition to the compulsory subjects of study, students will have the opportunity to undertake FIVE elective subjects which run as semester courses.

Elective Subject options:

Elective Subjects	Learning Area	Length of Course
Advanced Manufacturing	Design Technologies	One Semester
Art and Design	The Arts	One Semester
Dance	The Arts	One Semester
Dance Academy (by audition)	The Arts	One Semester
Digital Design	Digital Technologies	One Semester
Digital Technologies	Digital Technologies	One Semester
Drama	The Arts	One Semester
Drama Academy (by audition)	The Arts	One Semester
Food and Technology	Food and Technology	One Semester
Food for Thought	Food and Technology	One Semester
Geography	Humanities & Social Sciences	One Semester
Italian	Languages	Full Year or Semester One
Japanese	Languages	Full Year or Semester One
Metalwork	Design Technologies	One Semester
Music	The Arts	Full Year
Music Technology	The Arts	One Semester
Outdoor Education	Health & Physical Education	One Semester
PE - Fitness, Training & Performance	Health & Physical Education	One Semester
Woodwork	Design Technologies	One Semester

RELIGIOUS EDUCATION

Religion Year 7

Recommendation: None

Length of Course: Full Year

Nazareth Pathways: Religious Education Year 8

Aims

The Religious Education Framework and its Key Ideas inform the teaching and assessment of Religious Education. Units developed from the Crossways Document provide students with the opportunity to develop their knowledge and understanding of the Catholic tradition, to introduce them to the ethos, values and culture of Nazareth Catholic College, and to develop an understanding of what the Catholic Church teaches about the importance of Jesus Christ.

Content

God Us and Faith

Students explore God's presence in Creation and God's self-revelation in Jesus Christ and the Holy Spirit.

- Creation and the Meaning of Life

Sacred Texts

Students explore how Christian Discipleship is a vocational commitment to Jesus' vision of the Reign of God.

- The Beatitudes

Sacramentality & Prayer

Students explore prayer, including liturgical prayer, within the Christian tradition as celebration of God's presence in people's lives.

- Heroes of the Church

Church for the World

Students research and communicate how the life, death and resurrection of Jesus is celebrated in the seasons and feasts of the Church's liturgical year.

- Prayer

Made in the Image of God

- Human Sexuality Program

Assessment

Assessment is based on the criteria for the Crossways Key Ideas and is covered by a variety of assessment types that include: analytic written responses, journal reflections, practical tasks, individual oral and group presentations, posters, collages.

Religion Year 8

Recommendation: None

Length of Course: One semester (compulsory)

Nazareth Pathways: Religious Education Year 9

Aims

The Religious Education framework and its Key Ideas inform the teaching and assessment of Religious Education. Units developed from the Crossways Document provide students with the opportunity to develop their knowledge and understanding of the Catholic tradition, to introduce them to the ethos, values and culture of Nazareth Catholic College, and to develop an understanding of what the Catholic Church teaches about the importance of Jesus Christ.

Content

God, Us and Faith

Students respond to the idea that humanity is made in the image of God and grounded in God's love, and explore the themes of grace and sin.

- Family and cultural diversity

Sacred Texts

Students appreciate that Christianity has a rich tradition of spiritual writings that have come from saints and inspirational leaders.

Moral Life

Students appreciate how the process of informing one's conscience enable individuals to exercise authentic freedom when making decisions.

- Adolescent issues

Sacramentality and Prayer

Students investigate beliefs, rituals and festivals in diverse religious traditions and demonstrate an appreciation of their own tradition and respect for other religious traditions.

- Sacred Space in different traditions

Made in the Image of God

- Human Sexuality Program

Assessment

Assessment is based on the criteria for the Crossways Key Ideas and is covered by a variety of assessment types that include: analytic written responses, journal reflections, practical tasks, individual oral and group presentations, posters, collages.

RELIGIOUS EDUCATION

Religion Year 9

Recommendation: None

Length of Course: One semester (compulsory)

Nazareth Pathways: Religious Education Year 10

Aims

The Religious Education framework and its Key Ideas inform the teaching and assessment of Religious Education. Units developed from the Crossways Document provide students with the opportunity to develop their knowledge and understanding of the Catholic tradition, to introduce them to the ethos, values and culture of Nazareth Catholic College, and to develop an understanding of what the Catholic Church teaches about the importance of Jesus Christ.

Content

Sacramentality and Prayer

Students explore prayer, including liturgical prayer within the Christian Tradition as a celebration of God's presence in people's lives.

- Prayer in different traditions

Moral Decision Making

Students explore God's presence in creation and God's self-revelation in Jesus Christ and the Holy Spirit.

- Respect for the Earth

Sacred Texts

Students explore how critical understanding of the origins sources and principles of ethical codes contributes to responsible Christian living.

- The Parables of Jesus

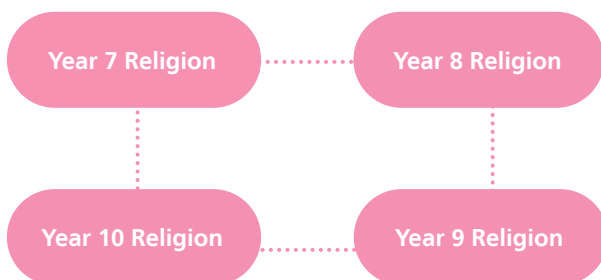
Made in the Image of God

- Human Sexuality Program

Assessment

Assessment is based on the criteria for the Crossways Key Ideas and is covered by a variety of assessment types that include: analytic written responses, journal reflections, practical tasks, individual oral and group presentations, posters, collages.

RELIGIOUS EDUCATION FLOWCHART



- Religion
- Business, Careers & Futures
- Design Technologies
- Digital Technologies
- English
- The Arts
- Food & Technology
- Health & Physical Education
- Humanities
- Languages
- Mathematics
- Sciences



THE ARTS

Art Year 7

Recommendation: None

Length of Course: One term (compulsory)

Nazareth Pathways: Art Year 8

Aims

This course encourages students to develop confidence and creative expression through visual arts. Students are introduced to various media and application techniques to make and respond to a range of art forms.

Content

Students focus on the elements of Art studying particular styles and application techniques to develop practical skills with a range of 2D and 3D media. They develop skills in critical thinking, planning, written analysis and problem solving to create a range of practical artworks.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on practical work and performances, reflective and analytical skills.



Dance Year 7

Recommendation: None

Length of Course: One term (compulsory)

Nazareth Pathways: Dance Year 8

Aims

This course encourages students to develop confidence and their understanding of dance as an art form. It enhances creativity and the ability to express meaning through dance. Students are introduced to safe dance practice, dance techniques and performance skills and the ability to reflect on their own practice.

Content

Students focus on the elements of dance and are introduced to different styles and techniques to develop practical skills. They expand their ability to work collaboratively and creatively by developing, rehearsing and performing their own composition of dance work. Students develop performance, choreography, and reflective skills.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: skill development, performance and response.



THE ARTS

Drama Year 7

Recommendation: None

Length of Course: One term (compulsory)

Nazareth Pathways: Drama Year 8

Aims

This course develops students' ability to communicate ideas and meaning through drama. Students gain knowledge, understanding and practical skills as both performers and audience and develop their capability for critical and creative thinking. They learn to work collaboratively by using communication and problem-solving skills.

Content

Students develop their understanding of the elements of drama through a broad range of practical activities, group tasks, and by both watching and presenting performances. Students will learn to apply the dramatic techniques of tableau, mime and voice and to work collaboratively to develop, rehearse and present drama performances.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on practical work, collaboration, performance and reflective skills.

Music Year 7

Recommendation: None

Length of Course: One term (compulsory)

Nazareth Pathways: Music Year 8

Aims

This course takes a creative skills-based approach to learning, where students are introduced to various practical and technological musical forms.

Content

Students develop performance, composition, theoretical and music production skills. Students will learn to play the electric guitar, drum kit and learn to produce loop-based electronic music using the software, Soundtrap, and explore several Music Technology topics.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on performance, practical and theoretical work, and reflective skills.



THE ARTS

Music Academy Year 7

Recommendation:

Students must undertake private instrumental tuition to be eligible for this subject. Tuition can be arranged through the College or outside of school.

Length of Course:

One Term (Elective option in place of Music)

Nazareth Pathways: Music Academy Year 8, Music Year 8, Music Technology Year 8

Aims

Students may elect to study Yr 7 Music Academy if they are undertaking private Instrumental tuition. Tuition can be arranged through the College or outside of school and incurs a fee. Students may have prior Instrumental experience or commence learning a new instrument in 2024 to be eligible for the Yr 7 Music Academy. This subject is designed for students who have a keen interest in Musical studies at a higher and advanced level.

Content

Students develop performance, composition, theoretical and music production skills. The Yr 7 Music Academy subject runs during the normal school curriculum timetable and includes units learning the electric guitar, drum kit and music technology production software. The Music Academy subject also includes weekly class band time where students get the opportunity to play their chosen instrument in a class ensemble, developing their musicality at a higher level.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on performance, practical and theoretical work, and reflective skills.



Art Year 8

Recommendation: None

Length of Course: One Semester (elective)

Nazareth Pathways:

Art and Design Year 9, Art & Design Year 10, Fashion Year 10

Students are introduced to a variety of art conventions, media and techniques to create a range of Art works that express personally relevant ideas and subject matter. Students gain an understanding of the cultural significance of art in contemporary and historical contexts, exploring artists' viewpoints to enrich their art-making.

Aims

To develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes.
- Visual arts techniques, exploration with materials, processes and technologies
- Critical and creative thinking, using visual arts language, theories and practices to apply aesthetic judgement.
- Confidence, curiosity, imagination and enjoyment through engagement with visual arts making and ways of representing a personal aesthetic.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists.

Content

Students create various personal artworks in response to the exploration of techniques and processes used in their own and other's artworks developing practical skills with a range of media. They identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their own art-making. Analytical skills are introduced to enable students to develop arts literacy and form a growing understanding of the history and context of art. Visits to exhibitions, galleries and practical workshops are incorporated into the program.

- Drawing
- Printmaking
- Sculpture
- Painting
- Art Analysis

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

Visual Study: Analysis and investigation of Australian Artists

Folio: Practical skill development, planning skills, ideas and concepts towards the creation of final artworks.

Practical: Drawing, Painting, Sculpture and Printmaking

THE ARTS

Dance Year 8

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Dance Year 9, Dance Academy Year 9 (by audition),
Dance Year 10

This course develops students' skills in using the body as a medium for expression and communication and increases their abilities to work, create and perform individually and in a group. It gives students the opportunity to explore and experience a variety of dance techniques and to understand dance as an art form within a traditional and contemporary context. Students will learn specialised dance terminology and use this to analyse and respond to dance works.

Aims

To develop:

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and other's dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences

Content

Students will interpret ideas through increased understanding of movement and of how the elements of dance work together to communicate meaning. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. This course is predominantly practical in nature and students will be expected to actively participate.

- Choreography
- Technique
- Performance
- Response

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: Skill development, Performance, Reflective and analytical skills through written responses.

Drama Year 8

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Drama Year 9, Drama Academy Year 9 (by audition),
Drama Year 10

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

In this course students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Aims

To develop:

- Confidence and self-esteem to explore, depict, and celebrate human experience, take risks and challenge their own creativity;
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences;
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audience;
- Tools for performance including dramatic stage skills, ensemble skills, communication and problem-solving skills

Content

- Drama Terminology
- Working with Scripts
- Mime and Movement
- Improvisation
- Melodrama - presentational acting
- Personal Response
- Performance

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: Skill development, Performance, Reflective and analytical skills through written work and peer and self evaluation.

THE ARTS

Music Year 8

Recommendation:

All students studying this subject are required to undertake or continue tuition of an instrument

Length of Course: One semester (elective)

Nazareth Pathways: Music Year 9

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and critically analyse music. Students will learn Band repertoire that sequentially develops their music reading and playing skills, while experiencing firsthand the teamwork of building good ensemble playing as they prepare performances for various audiences in and out of school. A theoretical understanding of music notation and an awareness of the many genres of music will develop through the students' practical experiences in this subject and through simple arranging work with the computer using the Sibelius scoring program. It would be advantageous for students to also choose to study Music Technology to allow for a full year study of Music.

Aims

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners

Content

Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. During the course students will have the opportunity to experience and develop their skills in:

- Musicianship; exploring the elements of music and apply aural skills
- Musical ideas through improvising, composing and performing
- Rehearsal and performance of a variety of music as a soloist and in an ensemble
- Analysis of composers' use of music elements and stylistic features to interpret music
- Appreciation and understanding of music

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: group and individual practical performances, theory/aural tasks and simple arranging assignments.

Music Technology Year 8

Recommendation:

A genuine interest in both Music and Music Technology

Length of Course: One semester (elective)

Nazareth Pathways:

Music Technology Year 9, Music Technology Year 10

Students will learn to use various forms of technology in the production of music. This subject will give students the foundation skills and understanding required for aural analysis, composing, mixing and recording in any contemporary genre of music. Students will work in the Music Technology Lab to develop their technology skills through music. They will learn to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Computer software will be used to compose music with loops and MIDI.

Aims

Music knowledge, understanding and skills ensure that, individually and collaboratively, students learn to:

- Use samples to remix and mash up songs.
- Keyboard skills
- Mix and edit band recordings
- Create songs using hi-hop, R&B and electronic loops
- Make drum beats and tracks

Content

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their compositions. They evaluate musical choices from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. During the course students will have the opportunity to:

- Explore the elements of music using a range of sound sources
- Develop musical ideas when composing
- Structure compositions by combining and manipulating the elements of music, and recording ideas using notation and computer software

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: song analysis, simple composition and arranging assignments and research projects on aspects of music technology.

THE ARTS

Music Academy Year 8

Recommendation:

Students must undertake private Instrumental tuition to be eligible for this subject. Tuition can be arranged through the College or outside of school.

Students must also complete one semester of Year 8 Music in Semester 1.

Length of Course:

One semester (elective) - Semester 2

Nazareth Pathways:

Music Year 9, Music Technology Year 9

Additional Note:

Students who studied Year 7 Music Academy will take priority in the securing of a position in this class

The Year 8 Music Academy is designed to take place in Semester 2, catering towards advanced Musicians who undertake private instrumental tuition and have already completed Year 8 Music in Semester 1. Students in Year 8 Music Academy will learn sophisticated music concepts and techniques to prepare students for senior music pathways.

The Year 8 Music Academy subject is centred around regular class band rehearsals where students will learn repertoire in a range of styles including; Rock, Pop, Jazz and Contemporary to develop their music reading and practical skills on their chosen instrument. Students will work with their peers to prepare for performances and gigs to live audiences.

Students who select Year 8 Music Academy must also complete (and therefore select) Year 8 Music, which will occur in Semester 1. Therefore, students will undertake a full year of curriculum music (Year 8 Music in Semester 1 and Year 8 Music Academy in Semester 2).

It is assumed that students who elect Year 8 Music Academy have a minimum of 1 year prior Instrumental experience, and preference will be given to those who have completed Year 7 Music Academy at Nazareth.

Aims

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Executive function skills including improved cognitive control, working and auditory memory, impulse control, verbal memory, ability to modulate attention levels, enhanced divergent thinking, enhanced neural networks that are engaged in creativity
- The confidence to be creative, innovative, thoughtful, skilful and informed musicians to compose, perform, improvise, respond and listen with intent and purpose
- An understanding of music as an aural art form as they acquire skills to become independent music learners
- Development of performance skills in both solo and ensemble settings

Content

- Practical class band rehearsals
- Composition, song writing and improvisation
- Aural training, rhythmic exercises
- Notation reading
- Sight and ensemble singing
- Study of Musical elements and analysis
- Solo performances

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on performance, practical and theoretical work, and reflective skills.

Co-Curricular Activities

It is highly recommended that Students who study Year 8 Music Academy also take part in Nazareth Co-Curricular Music ensembles. This could include a Rock Band, Concert Band or Choral ensemble.



THE ARTS



Art and Design Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Art and Design Year 10, Fashion Year 10

Students explore a variety of art and design techniques, media and processes, with an emphasis on the creation of art and design works that are personally relevant. Students gain an understanding of the significance of art and design in a traditional and contemporary context, evaluating how they and others are influenced by art and design works. Through the critical analysis of artists' works and evaluation of their own work, students will develop their art and design language.

Aims

To develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts and design techniques, exploration with materials, processes and technologies
- Critical and creative thinking, using visual arts language, theories and practices to apply aesthetic judgement
- Confidence, curiosity, imagination and enjoyment through engagement with visual arts making and ways of representing a personal aesthetic
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists and designers

Content

Year 9 Art and Design has a thematic approach, where students investigate a range of topics, with an emphasis on developing skills and understanding of past and present art and design practices to provide an avenue for individual creative expression.

Students explore and evaluate how representations communicate artistic intentions in works they make and view, making connections between visual conventions and viewpoints that represent their own and others' ideas. Through manipulation of materials, techniques and processes, students develop and refine their ability to represent ideas and subject matter in their works. Visits to exhibitions, galleries and practical workshops are incorporated into the program.

- Drawing
- Sculpture
- Painting
- Art and Design Analysis
- Graphic Design

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Visual Study: Analysis and Investigation of a particular genre/style
- Folio: Practical skill development, planning skills, ideas and concepts towards the creation of final art and design works
- Practical: Drawing, Painting, 3D Artwork, Graphic Design

THE ARTS

Dance Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways: Dance Year 10

This course develops students' skills in using the body as a medium for expression and communication and increases their abilities to work, create and perform individually and in a group. It gives students the opportunity to explore and experience a variety of dance techniques and to understand dance as an art form within a traditional and contemporary context. Students will learn specialised dance terminology and use this to analyse and respond to dance works.

Aims

To develop:

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and other's dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences

Content

Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices. This course is predominantly practical in nature and students will be expected to actively participate.

- Choreography
- Technique
- Performance
- Response

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: skill development, performance and reflective and analytical skills through written responses.

Further Comment

- Some out of hours rehearsal times and performances will be required
- Students will be expected to change into appropriate dance clothing for all lessons.
- Our Nazareth dance singlet or T-shirt, is optional and can be purchased from the uniform shop.

Dance Academy Year 9

Recommendation:

Positions in the 2024 academy are limited, therefore students will be required to audition or may be offered a place in the academy, based on their ability in Year 8 Dance.

- Several years of Dance training (outside of school)
- An advanced level of skills and technique
- Well-developed understanding of theatrical and practical principals
- Sufficient fitness to physically meet the demands of the course
- Positive attitude and commitment
- Some out of hours rehearsal times may be required.

Length of Course: One semester (elective)

Nazareth Pathways: Dance Year 10

Aims

- To refine technical and performance skills
- To develop performance confidence and experience
- To experience a range of different genres of dance in-depth
- To provide opportunities to work with professional dancers and choreographers
- To provide an 'elite' dance group with opportunities to perform within the school community

Content

The Nazareth Dance Academy has a focus on:

- Technical dance skills
- Developing dance fitness (coordination, flexibility, strength, power, stamina)
- Working as part of an ensemble
- Performance skills (focus, projection, musicality, timing, emphasis, expression, communication)
- Students may work with Drama Academy on a combined production.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Assessment will be ongoing and focus on the areas of practical application and presentation as demonstrated through choreography, rehearsal and performance.

Further Comment

- Some out of hours rehearsal times and performances will be required
- Students will be expected to change into appropriate dance clothing for all lessons.
- Our Nazareth dance singlet or T-shirt, is compulsory and can be purchased from the uniform shop.

THE ARTS

Drama Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways: Drama Year 10

This course involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' drama works. They reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences; communicating their understanding with growing sophistication.

Aims

To develop;

- Confidence and self-esteem to explore, depict, and celebrate human experience, take risks and challenge their own creativity
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences
- Dramatic stage skills and expertise in collaboration, communication and problem-solving

Content

- Drama terminology
- Elements of drama
- Script analysis
- Comedy
- Performance - devised and scripted
- Interpretative response

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: skill development, performance, collaborative tasks, reflective and analytical skills through written responses.

Further Comment

Students may be offered the opportunity to perform at out of hours events.

Drama Academy Year 9

Recommendation:

Positions in the 2024 academy are limited, therefore students will be required to audition or may be offered a place in the academy, based on their ability in Year 8 Drama. In order to be eligible to audition for the academy, the following criteria must be met:

- Positive attitude and commitment to Drama
- Ability to focus and work as part of an ensemble
- Previous Drama and/or performance experience
- An advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles

Length of Course: One semester (Elective)

Nazareth Pathways: Drama Year 10

Aims

- To refine acting and performance skills
- To develop performance confidence and experience
- To provide opportunities to work as an ensemble
- To experience a range of different dramatic techniques

Content

The Nazareth Drama Academy has a focus on:

- Technical performance skills (focus, voice, movement, characterisation, stagecraft)
- Working as part of an ensemble
- Improvisation and group-devised performance
- Using scripts in the page-to-stage process
- Students may work with Dance Academy students on a combined production

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Assessment will be ongoing and focus on students' knowledge and understanding of drama and practical application as demonstrated through workshops, rehearsals and performance work.

Further Comment

Students selected for Drama Academy are encouraged to also take a semester of Year 9 Drama to further develop their skills and understanding.

Some out of hours rehearsal times and performances may be required.

THE ARTS

Music Year 9

Recommendation: All students studying this subject are required to undertake or continue tuition of an instrument.

Length of Course: Full year (two semesters)

Nazareth Pathways: Music Year 10

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students continue to develop their aural skills as they build on their understanding and use of the elements of music.

Aims

Music knowledge, understanding and skills ensure that, individually and collaboratively, students learn to:

- Perform as a solo musician
- Practice, rehearse and perform as a member of an ensemble
- Analyse music of various styles and cultures
- Apply aural and theoretical knowledge and skills
- Compose music

Content

Music focuses on the interrelated strands of making and responding. Students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform. Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and characteristics of different musical styles. They show understanding of music making in different cultures, times and place. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: group and individual practical performances, theory/aural tasks, simple arranging assignments and elective/music history tasks.

Further Comment

Students wishing to pursue Music in the Senior Years must satisfactorily complete Year 9 Music and be proficient on an instrument. Students need to be undertaking tuition on an instrument, able to read music, able to perform at concerts outside of normal school hours and participate in at least one co-curricular performance group. It would be advantageous for students to also choose to study Music Technology.

Music Technology Year 9

Recommendation: Students should have a genuine interest in both Music and Music Technology

Length of Course: One semester (elective)

Nazareth Pathways: Music Technology Year 10

Aims

Students will learn to use various forms of technology in the production of music. This subject will give students the foundation skills and understanding required for aural analysis, composing, mixing and recording in any contemporary genre of music.

Content

Students will work in the Music Technology Lab to develop their technology skills through music. They will learn how to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Computer software will be used to compose music with loops, MIDI, instruments and audio files.

Outcomes

Students will learn to:

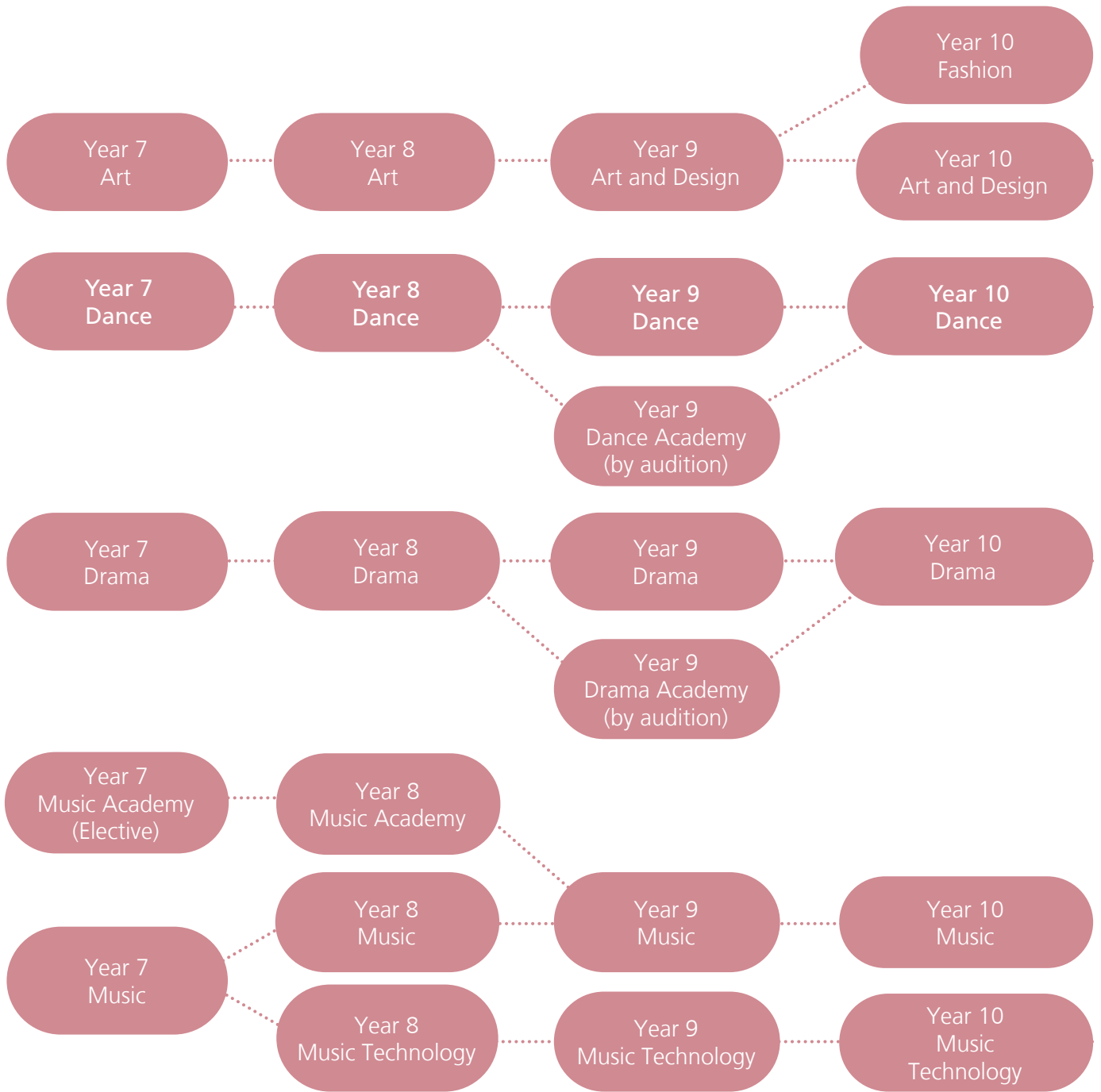
- DJ
- Create songs using hip-hop, R&B, and electronic loops
- Create video soundtracks with effects and loops
- Make drum beats and tracks
- Record, edit and sample tracks

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: song analysis, simple composition and arranging assignments, research projects on aspects of Music Technology.



THE ARTS FLOWCHART



BUSINESS, CAREERS & FUTURES

Social Enterprise Project Year 9

Recommendation:

None

Length of Course:

One semester (compulsory)

Aims

The Year 9 Social Enterprise Project is designed to be an independent learning experience which consolidates students learning through the middle years. This project connects classroom learning, personal experience, and personal interests and encourages life long learning.

The core concepts students explore within their Social Enterprise Project are civics and citizenship, economics and business. The project encourages and enables students to be active citizens with a sound understanding of the world around them.

Content

- Active citizenship – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.
- Global citizenship – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- Legal systems – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- Identity and diversity – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.
- Resource allocation and decision-making – The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- The economic and business environment – The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- Consumer and financial literacy – Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- Entrepreneurship – How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

Key Skills

Throughout the semester, through Inquiry and Project Based Learning, students are mentored to develop the following skills:

- Research Skills
- Skills that will be used in Activating Identities and Futures (AIF – Stage 2)
- Communication + Presentation Skills
- Developing individual capabilities
- Critical & Creative Thinking

Assessment

In this subject, students will be assessed using the Australian Curriculum via the following assessment types:

- Evidence portfolio
- Individual project
- Appraisal



DESIGN TECHNOLOGIES

Design and Technology Year 7

Recommendation:

None

Length of Course:

One term (compulsory)

Nazareth Pathways:

Design and Technology Year 8

Aims

Students will develop a broad range of skills and knowledge through exploring materials such as wood and metal in addition to exposure to systems concepts such as Computer Aided Design (CAD) and Advanced Manufacturing. This will be achieved through engaging in both practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$10.

Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

Advanced Manufacturing Year 8

Recommendation:

None

Length of Course:

One semester (elective)

Nazareth Pathways:

Advanced Manufacturing Year 9

Aims

Students will develop a broad range of skills and knowledge through exploring different materials and Computer Aided Design Skills. Students will be immersed with a number of future technologies, such as 3D Printers, and Laser Cutters. This will be achieved through engaging in both practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$10.

Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

DESIGN TECHNOLOGIES

Metalwork Year 8
Recommendation: None
Length of Course: One semester (elective)
Nazareth Pathways: Metalwork - Year 9 Advanced Manufacturing - Year 9 Woodwork - Year 9

Aims

Students will develop a broad range of skills and knowledge through exploring different Metals and Metalworking skills. This will be achieved through engaging in both practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$10.

Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

Woodwork Year 8
Recommendation: None
Length of Course: One semester (elective)
Nazareth Pathways: Woodwork - Year 9 Advanced Manufacturing - Year 9 Metalwork - Year 9

Aims

Students will develop a broad range of skills and knowledge through exploring different Timbers and Woodworking skills. This will be achieved through engaging in both practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$10.

Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

DESIGN TECHNOLOGIES

Advanced Manufacturing Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Advanced Manufacturing Year 10

Advanced Manufacturing Stage 1

Advanced Manufacturing Stage 2

Aims

- To develop an understanding of system technologies
- To develop an ability to be independent and creative learners
- To develop skills in Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM)
- To provide a sound basis for future success at Year 10, and SACE Stage 1 and 2

Content

Content will be delivered through the design concepts outlined above. Topics covered will be varied, and will be determined by the expertise, interests and the number of students undertaking the course. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$25. Additional costs due to complex or differing designs selected by the student will be negotiated or financially supplemented by the student.

Metalwork Year 9

Recommendation: None

Length of Course: One term (compulsory)

Nazareth Pathways: Design and Technology Year 8

Aims

Students will develop a broad range of skills and knowledge through exploring different Metals and Metalworking skills.

This will be achieved through engaging in practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Topics covered will be varied, and will be determined by the expertise, interests and the number of students undertaking the course. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$30 (approximately \$10 per project across wood, metal. Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

DESIGN TECHNOLOGIES

Woodwork Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

- Woodwork - Year 10
- Advanced Manufacturing - Year 10
- Metalwork - Year 10

Aims

Students will develop a broad range of skills and knowledge through exploring different Timbers and Woodworking skills.

This will be achieved through engaging in practical and theoretical experiences. Included within this skill development process is an underpinning design focus, allied with an appreciation of aesthetic principals and environmental issues.

Content

Content will be delivered through the design concepts outlined above. Topics covered will be varied, and will be determined by the expertise, interests and the number of students undertaking the course. Students will also further enhance their knowledge and acquired skills through theory lessons and individual research.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

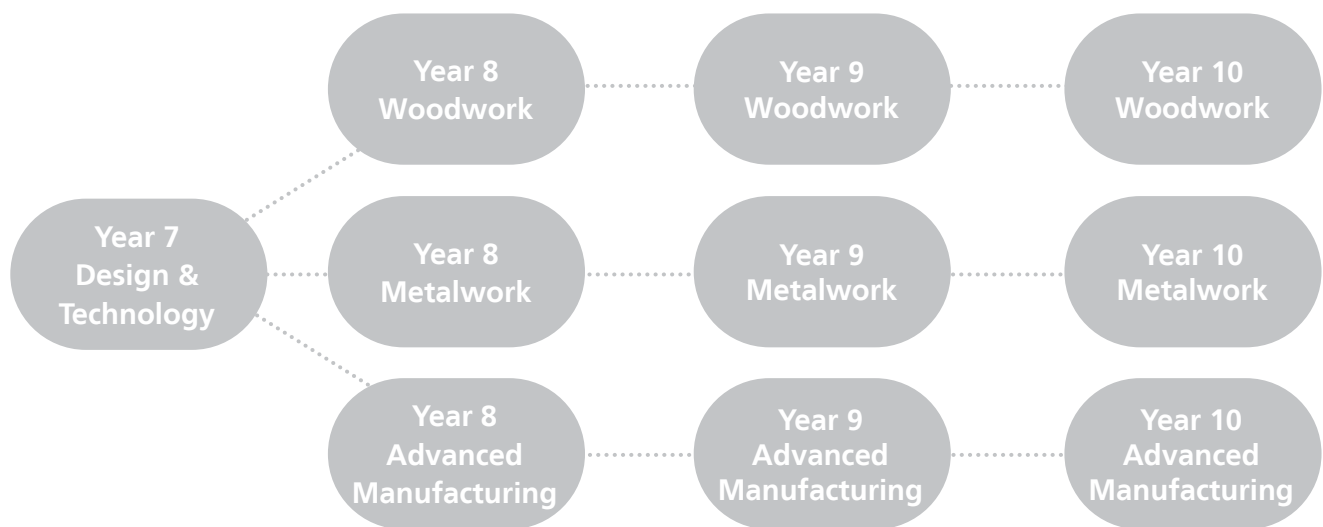
Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$30 (approximately \$10 per project across wood, metal. Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.



DESIGN TECHNOLOGIES FLOWCHART



DIGITAL TECHNOLOGIES

Digital Competencies Year 7
Recommendation: None
Length of Course: One term (compulsory)
Nazareth Pathways: Digital Skills Year 8 Digital Technologies Year 8

Digital Technology Year 7
Recommendation: None
Length of Course: One term (compulsory)
Nazareth Pathways: Digital Skills Year 8 Digital Technologies Year 8

Aims

To enable students to critically identify and appropriately select digital devices or systems, and learning to make the most of the technologies available to them.

To learn the importance of protecting the safety of themselves and others in digital environments.

To do this, students will:

- Develop skills and confidence in using a laptop effectively
- Use a range of applications appropriately
- Understand the importance of their digital footprint

Content

- Setting up and using your laptop
- Using Office365, Adobe Express and SEQTA
- Maintaining your Digital Footprint

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Skills assessment will be by observational assessment

Theory components will be assessed via multiple choice quiz

Aims

In this subject students use computational thinking and digital systems to define, design and implement digital solutions.

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

- Develop a basic program using block code
- Use Pseudocode to develop solutions to problems
- Creatively solve coding challenges using a MiniBit robot

Content

- What is coding
- From words to screen – using pseudocode to develop programs
- Practical challenges using the MiniBit robot

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Skills assessment will be by observational assessment as well as a video reflection.

DIGITAL TECHNOLOGIES

Digital Applications Year 8

Recommendation:

None

Length of Course:

One semester

Nazareth Pathways:

Digital Technologies Year 9

Digital Design Year 9

Aims

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

- Use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.
- Use computational thinking to create digital solutions.
- Confidently use digital systems to automate the transformation of data and to creatively communicate ideas in a range of settings.
- Apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes.
- Apply systems thinking between information systems and the impact of these systems on individuals, societies, economies and environments.

Content

Topics covered in Digital Technology include but are not limited to:

- Coding and data
- Building Digital Presentations
- Locating information
- Select and operate digital tools

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Skills assessment will be by observational assessment, as well as projects and quizzes

Digital Skills Year 8

Recommendation:

None

Length of Course:

One semester

Nazareth Pathways:

Digital Technologies Year 9

Digital Design Year 9

Aims

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

- Use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.
- Use computational thinking to create digital solutions.
- Confidently use digital systems to automate the transformation of data and to creatively communicate ideas in a range of settings.
- Apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes.
- Apply systems thinking between information systems and the impact of these systems on individuals, societies, economies and environments.

Content

Topics covered in Digital Technology include but are not limited to:

- Coding using block and text-based coding
- Collecting and Managing Data
- Investigating Networks
- Application skills development

In addition, students will reinforce their learning of Digital Literacy capabilities

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Skills assessment will be by observational assessment, as well as assignments and a video reflection.

DIGITAL TECHNOLOGIES

Digital Technologies Year 9
Recommendation: None
Length of Course: One semester (elective)
Nazareth Pathways: Digital Technologies Year 10 Digital Publishing Year 10

Aims

In this subject students use computational thinking and digital systems to define, design and implement digital solutions.

Digital Technologies 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 digital systems and the impact of these systems on individuals, societies, economies and environments.

Content

- Digital Systems
- Coding
- Collecting and Managing Data
- Creating digital solutions by defining, designing implementing and evaluating
- Collaborating and Managing projects
- Website creation using HTML/CSS

In addition, students will reinforce learning of their

- Design principles
- ICT capabilities

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: observation and practical testing, assignments and tests.

Digital Design Year 9
Recommendation: None
Length of Course: One semester (elective)
Nazareth Pathways: Digital Publishing Year 10

Aims

In this subject, students will use Digital Design principals to:

- Adopt a practical approach to the development of IT skills relevant to graphic design
- Develop skills focusing on design principles
- Use appropriate software to process, manage and communicate information in a range of contexts
- Engage in problem solving and creative avenues to investigate, plan and produce

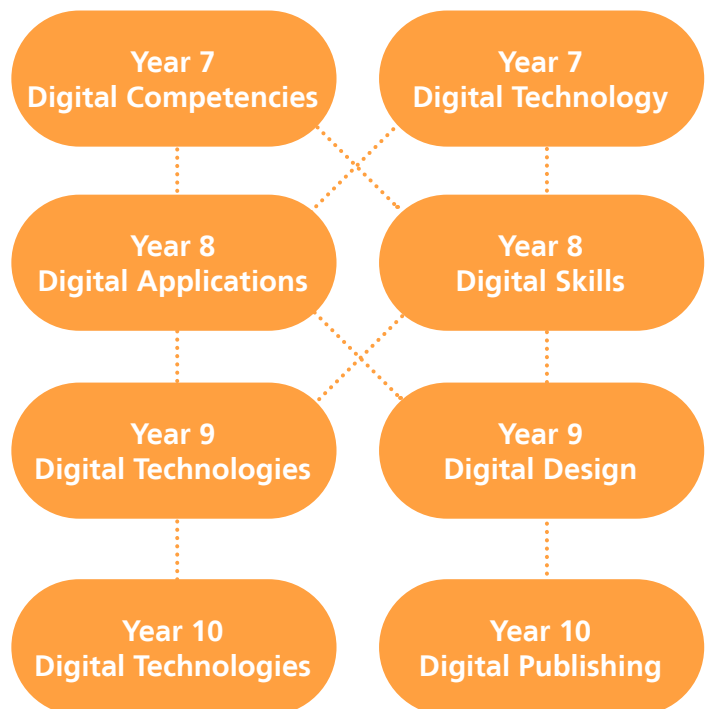
Content

- Communications methods to discuss design principles
- Understanding and productions skills
- Design process to produce digital and paper-based publications
- Student negotiated topics
- Topics may include graphic design, TV/Film production, digital signage

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: Folio and Skills Tasks.

DIGITAL TECHNOLOGIES FLOWCHART



ENGLISH

English Year 7

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: English Year 8

Aims

The English content at this year level involves three interrelated strands of language, literature and literacy. Together, these focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English at Year 7 builds on concepts, skills and processes developed in earlier years and strengthens these as needed.

Content

The Year 7 English course focuses on students' understanding and ability to create a range of imaginative, informative and persuasive types of texts, for example narratives, reports and discussions. Students analyse literature and a range of text types.

The three strands are:

- Language: Knowing about the English language.
- Literature: Understanding, appreciating, responding to, analysing and creating literature.
- Literacy: Expanding the repertoire of English usage.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following Assessment Types: creating texts and responding to texts in a range of forms including written, multimodal and oral communication.

English Year 8

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: English Year 9

Aims

The Year 8 English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke emotion, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content

The English Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: Knowing about the English language.
- Literature: Understanding, appreciating, responding to, analysing and creating literature.
- Literacy: Expanding the repertoire of English usage.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following Assessment Types:

- Analytical responses including:
Discussions, arguments, persuasive texts, evaluative responses, critical readings and reading comprehensions, essays, research projects, oral presentations and multimodal presentations.
- Creative responses including:
Recounts, narratives, expositions, visual texts and poetry.
- Writing completed under supervision will also be assessed.

ENGLISH

English Year 9

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: English Year 10

Aims

The Year 9 English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke emotion, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content

The English Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: Knowing about the English language.
- Literature: Understanding, appreciating, responding to, analysing and creating literature.
- Literacy: Expanding the repertoire of English usage.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following Assessment Types:

- Analytical Responses including: Discussions, arguments, persuasive texts, evaluative responses, critical readings and reading comprehensions, essays, research projects, oral presentations and multimodal presentations.
- Creative Responses including: Recounts, narratives, expositions, visual texts and poetry.
- Writing completed under supervision will also be assessed.



ENGLISH FLOWCHART

Year 7 English

Year 8 English

Year 9 English

Year 10 English

Religion

Business, Careers & Futures

Design Technologies

Digital Technologies

English

The Arts

Food & Technology

Health & Physical Education

Humanities

Languages

Mathematics

Sciences

FOOD & TECHNOLOGY

Cook & Create Year 7

Recommendation: None

Length of Course: One term

Nazareth Pathways:

Food & Technology - Year 8, Food for Life - Year 8

Food & Technology - Year 9, Food for Thought - Year 9

Aims

The study of Cook & Create fosters young peoples awareness and interactions with food through providing hands on practical experiences to introduce basic cooking principles. This course inspires knowledge and understanding about personal health and aims to promote ongoing healthy food habits to support future health, development and wellbeing.

Content

- Safety and hygiene in a domestic kitchen
- Introduction to basic knife skills and cooking techniques
- Healthy Food Choices (The Australian Guide to Health and Nutrition)
- Healthy Lunchboxes

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

Further Comment

A food safe container must be provided by students each week when cooking.



Food & Technology Year 8

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Food & Technology - Year 9, Food for Thought - Year 9

Food and Nutrition Through the Lifespan - Year 10

The World of Food & Hospitality - Year 10

Aims

The study of Food and Technology supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns through the study of food, cooking, textiles and sewing.

Content

Food and Nutrition

- Kitchen foundations
- Equipment, safety and hygiene
- Reading a recipe/measurements
- Healthy eating and nutrition
- The importance of breakfast
- Design briefs
- Bush tucker

Textiles

- The sewing machine
- Sewing techniques and hand stitches
- Design briefs
- Textile practical

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

Further Comment

Students are to provide the following materials for this subject: pins, thread, unpick, needles, and 7-hole bobbin.

A food safe container must be provided by students each week when cooking.

FOOD & TECHNOLOGY

Food For Life Year 8

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

Technology and Food - Year 9, Food for Thought - Year 9
Food and Nutrition Through the Lifespan - Year 10
The World of Food & Hospitality - Year 10

Aims

The study of 'Food for Life' supports the student's capacity to make informed food decisions, think critically about food nutrition and develop creative and sustainable packaging solutions for food production.

Students will experience STEM integration, through recipe development, practical application, preparation and packaging production.

Content

- Informed food decisions (Australian Guide to Healthy Eating)
- Nutrients and their importance in the body
- Safety, hygiene and equipment functions
- Recipe measurements and modifications
- Sustainable practices - seasonal and local produce, food packaging solutions, paddock to plate
- Design briefs

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

Further Comment

A food safe container must be provided by students each week when cooking.



Food & Technology Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways:

The World of Food and Hospitality - Year 10
Food and Nutrition through the Lifespan - Year 10

Aims

The study of Food & Technology supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns through the study of food, cooking, textiles and sewing.

Content

In Year 9, Food & Technology (Cooking and Textiles) enables students to work in the kitchen to prepare food, understand the fundamentals of nutrition, and work with textiles to create and design an individual garment.

Food and Nutrition

- Healthy eating (nutrition, safe food handling and storage)
- Menu planning and special dietary needs
- Master TEF group challenge
- Indigenous foods

Textiles

- Use of sewing machine and over-locker
- Constructing boxer shorts
- Evaluation of practical items
- Caring for clothes
- Sustainable textiles - fast fashion and eco textiles

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

Further Comment

Students are to provide the following materials for this subject: fabric, elastic, pins, thread, unpick, needles, and 7-hole bobbin.

A food safe container must be provided by students each week when cooking.

FOOD & TECHNOLOGY

FLOWCHART

Food For Thought Year 9
Recommendation: None
Length of Course: One semester (elective)
Nazareth Pathways: The World of Food and Hospitality - Year 10 Food and Nutrition through the Lifespan - Year 10

Aims

The study of 'Food for Thought' supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities through the study of food. They will prepare a range of delicious recipes utilising a variety of cooking methods and ingredients.

Content

Food for Thought

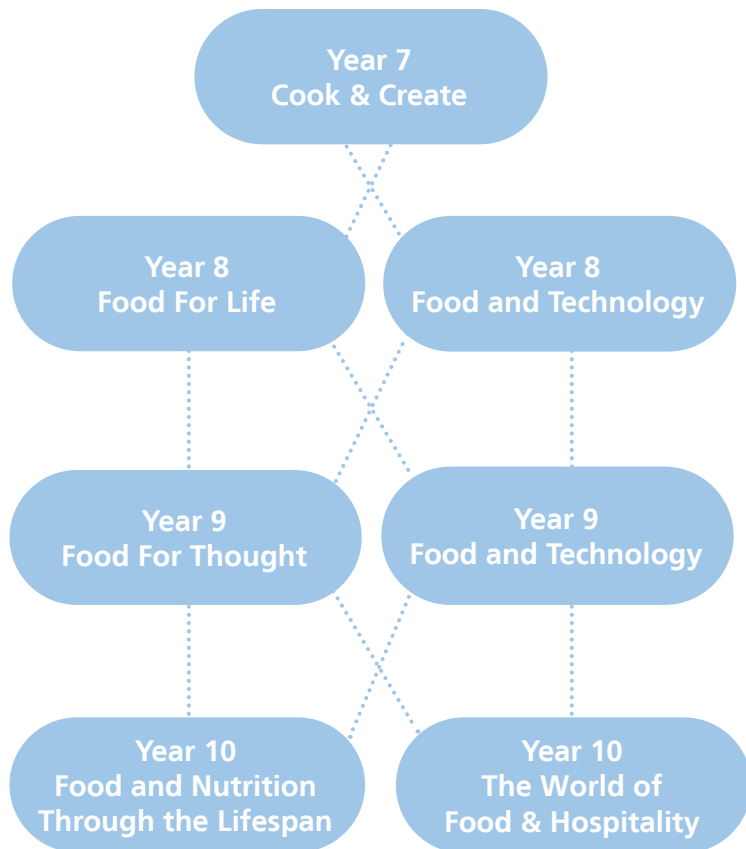
- Safety, hygiene and equipment functions
- Comparing convenience foods to homemade options
- Design Brief
- Recipe costings and budgeting
- In season and locally sourced produce
- Sustainable practices
- Plan and implement a meal for a family of four on a budget

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

Further Comment

A food safe container must be provided by students each week when cooking.



HEALTH & PHYSICAL EDUCATION

Health & Physical Education Year 7

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Health & Physical Education - Year 8

Aims

In Health & Physical Education, students investigate different relationships and demonstrate appropriate behaviours in maintaining respectful relationships. They are able to access and evaluate sources of information and support networks that can help them manage the transitions they experience during these years. They reflect on the importance of the variety of roles required to support physical activity participation.

Students demonstrate how to be proactive about their own and others health & wellbeing. They perform more complex movement skills with competence and confidence in a range of physical activities. During the year, students experience a wide range of practical skills including the development of hand eye co-ordination, movement and spatial awareness.

Content

Practical units may include:

Athletics, Badminton, Basketball, Cricket, Fitness, AFL, Futsal, Korftball, Netball, Social Dance, Sofcrosse, Table Tennis or T-Ball

Theory Units may include:

Physical and mental health, relationships, bullying, cyber safety and risk taking behaviour. Body systems - skeletal, muscular, circulatory, and respiratory systems.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be monitored continuously throughout the year in terms of their involvement, technique ability, game sense development and theoretical understanding.

Practical component assessment:

- Technique development
- Game play development
- Performance checklists
- Self and Peer assessment
- Research Project
- Group presentations

Basketball, Netball & Football (Soccer) Academies Year 7

Length of Course: Semester 2 (selection required)

Recommendation: Positions in the academies are limited. Students will be required to trial and meet eligibility criteria

Nazareth Pathways:

Health & Physical Education - Year 8, Academies - Year 8

Cost: \$300.00

Additional Note: Seperate Academies are run for boys and girls dependent on numbers.

Aims

- Provide students with the opportunity to develop their potential towards the 'elite' level whilst maintaining their performance in academic studies
- Provide students with quality coaching and feedback on their development in the school environment
- Foster and promote the development and growth of the sport in Flinders Park and surrounding community areas

Content

Practical:

The Nazareth Sports Academies have a focus on development through learning at the highest level. Content will include:

- Individual ball skills
- Speed and agility training to improve coordination and game play
- Fitness, strength and stamina
- Small sided games
- Team related tactical knowledge, awareness and games sense

Theory

Physical and mental health, relationships, bullying, cyber safety and risk taking behaviour.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for Health & Physical Education. Students will be monitored continuously throughout the semester in terms of their involvement, technique ability, game sense development and theoretical understanding.

Further Comment

Students who participate in the Sport Academies will also form the College's Knockout Squad and will represent the College in the prestigious State-wide Knockout Competition.

Participation in the academy may also lead to opportunities for students to represent the College at interstate competitions.

In order to be eligible to trial for the academy, the following criteria must be met:

- Club level experience in the sport or
- An advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach.

HEALTH & PHYSICAL EDUCATION

Health & Physical Education Year 8

Minimum Requirements: None

Recommendation: Full year (compulsory)

Nazareth Pathways: Health & Physical Education Year 9

Aims

In Health & Physical Education, students investigate different relationships and demonstrate appropriate behaviours in maintaining respectful relationships. They are able to access and evaluate sources of information and support networks that can help them manage the transitions they experience during these years. They reflect on the importance of the variety of roles required to support physical activity participation.

Students demonstrate how to be proactive about their own and others health & wellbeing. They perform more complex movement skills with competence and confidence in a range of movement and physical activities. During the year, students experience a wide range of practical skills including the development of hand eye co-ordination, movement and spatial awareness. Each class is of mixed ability and mixed gender.

Content

Practical units may include:

Athletics, Badminton, Basketball, Cricket, Fitness, Floor Hockey, AFL, Futsal, Korftball, Netball, Social Dance, Sofcrosse, Softball or Table Tennis.

Theory:

Physical and mental health, relationships, bullying, drug and alcohol education, cybersafety.

Skill acquisition and stages of learning. Responses to exercise - acute and chronic O₂ consumption and delivery.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be monitored continuously throughout the year in terms of their involvement, technique ability, game sense development and theoretical understanding.

Practical component assessment:

- Technique development
- Game play development
- Performance checklists
- Self and Peer assessment

Theory component assessment

- Writing Projects
 - Reflection on the benefits of drinking water
 - Explanation on 'How the Body Works'

Basketball, Netball, Volleyball, Football (Soccer) & AFL Academies Year 8

Length of Course: One semester (selection required)

Timetabling: Basketball, Netball and Football Academies will run in Semester 1. AFL/AFLW & Volleyball Academies will run in Semester 2.

Recommendation: Positions in the academies are limited. Students will be required to trial and meet eligibility criteria or will be asked to continue on from the Year 7 Academy.

Nazareth Pathways:

Health & Physical Education - Year 9, Academies - Year 9

Cost: \$300.00

Additional Note: Separate Academies are run for boys and girls dependent on numbers.

Aims

- Provide students with the opportunity to develop their potential towards the 'elite' level whilst maintaining their performance in academic studies
- Provide students with quality coaching and feedback on their development in the school environment
- Foster and promote the development and growth of the sport in Flinders Park and surrounding community areas

Content

Practical:

The Nazareth Sports Academies have a focus on development through learning at the highest level. Content will include:

- Individual ball skills
- Speed and agility training to improve coordination and game play
- Fitness, strength and stamina
- Small sided games
- Team related tactical knowledge, awareness and games sense

Theory:

Physical and mental health, relationships, bullying, drug and alcohol education, cybersafety.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for Health & Physical Education. Students will be monitored continuously throughout the semester in terms of their involvement, technique ability, game sense development and theoretical understanding.

Further Comment

Students who participate in the Sports Academies will also form the College's Knockout Squad and will represent the College in the prestigious State-wide Knockout Competition. Participation in the academy may also lead to opportunities for students to represent the College at interstate competitions. In order to be eligible to trial for the academy, the following criteria must be met:

- Club level experience
- An advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach.

HEALTH & PHYSICAL EDUCATION

PE- Fitness Training & Performance Year 9

Recommendation:

Nil

Length of Course: One semester

Nazareth Pathways:

PE - Fitness Training & Performance Year 10

Aims

Eat, sleep, train, repeat! Designed for academy and PE pathways students, this course aims to teach students the importance of diet, sleep, training & conditioning, sports injuries & recovery, and holistic athlete education – including sports psychology and mental health. This course is largely theory based and will not require students to wear PE uniform for all lessons, but aims to prepare students for Year 10 PE theory.

Students will learn to collect and analyse data and use it to improve performance. They will propose strategies to support the development of athletes and the team environment and learn about training cycles.

Content

- **Diet:** eating for performance, hydration, pre & post training meals – the importance of carbs, fats, protein, snacks, timing of eating, hydration, supplements - magic or myth? Sports drinks, vitamin/mineral replacements
- **Sleep:** importance, needed for growth and repair, what happens to our bodies when we sleep?
- **Training:** principles, strength, and conditioning. What should I be doing in the gym? Training safely, working with a PT, training to increase speed, agility, strength, CVE, lactate threshold, intro to energy systems - how does my body make energy to move?
- **Conditioning:** yoga, Pilates, low impact aerobic activity, breathing, meditation, stretching
- **Get your head in the game:** motivation, optimum arousal, pre-game pump up.
- **Sports Injuries:** management and prevention
- **Recovery:** importance, methods ie ice, hot/cold therapies, maintenance
- **Athlete education:** performance enhancing drugs, illicit drugs and the importance of maintaining positive mental health.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will be assessed on the following assessment types:

- Application and Communication
- Exploration, Analysis, and Reflection

Health & Physical Education Year 9

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways:

Health & Wellbeing Year 10

Outdoor Education Year 10

Physical Education Year 10

PE - Dance & Movement Year 10

PE - Sport & Recreation Year 10

PE - Fitness, Traing & Performance Year 10

Aims

In Health & Physical Education, students demonstrate how to be proactive about their own and others' health & wellbeing. They investigate the personal, physical and social changes that occur as they grow older and propose and apply practical strategies to manage these. They also analyse influences on their emotions and devise responses to a range of situations that demonstrate sensitivity to the needs, feelings, rights and efforts of others.

They perform more complex movement skills with competence and confidence in a range of movement and physical activities. During the year, students experience a wide range of practical skills including the development of hand eye co-ordination, movement and spatial awareness.

Content

Practical units may include:

Athletics, Softball, AFL, Ethnic Dance, Fitness, Table Tennis, Netball, Skill learning, Soccer, Volleyball, Hockey, Gymnastics, European Handball, Taekwondo

Theory:

Physical and mental health, relationships, drug and alcohol education. Energy systems and responses to exercise, essential biomechanics. Collecting, analysing and interpreting data. Students will participate in the The Rite Journey program.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be monitored continuously throughout the year in terms of their involvement, technique ability, game sense development and theoretical understanding.

Practical component assessment:

- Technique development
- Game play development
- Performance checklists
- Self and peer assessment

Theory component assessment

- Writing Projects
 - Evaluation of eliminating junk food from your diet
 - Report on 'Fitness Testing'

HEALTH & PHYSICAL EDUCATION

Basketball, Football (Soccer), Netball, Volleyball, AFL & AFLW Academies Year 9

Length of Course: One semester (selection required)

Timetabling: Basketball, Netball, Football and Volleyball Academies will run in Semester 1. AFL/AFLW Academies will run in Semester 2.

Recommendation: Positions in the academies are limited. Students will be required to trial and meet eligibility criteria or will be asked to continue on from the Year 8 Academy.

Nazareth Pathways:

Physical Education - Year 10, Academies - Year 10

Cost: \$300

Additional Note: Separate Academies are run for boys and girls dependent on numbers.

Aims

- Provide students (male and female) with the opportunity to develop their basketball potential towards the 'elite' level whilst maintaining their performance in academic studies
- Provide students with quality coaching and feedback on their development in the school environment
- Foster and promote the development and growth of the sport in Flinders Park and surrounding community areas

Content

Practical:

The Nazareth Sports Academies have a focus on development through learning at the highest level. Content will include:

- Individual ball skills
- Speed and agility training to improve coordination and game play
- Fitness, strength and stamina
- Small sided games
- Team related tactical knowledge, awareness and games sense

Theory:

The Rite Journey

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be monitored continuously throughout the semester in terms of their involvement, technique ability, game sense development and theoretical understanding.

Further Comment

Students who participate in the Sports Academies will also form the College's Knockout Squad and will represent the College in the prestigious State-wide Knockout Competition. Participation in the academy may also lead to opportunities for students to represent the College at interstate competitions. In order to be eligible to trial for the academy, the following criteria must be met:

- Club level experience in basketball or
- An advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach



HEALTH & PHYSICAL EDUCATION

Outdoor Education Year 9

Length of Course: One semester

Recommendation: None

Nazareth Pathways:

Geography 10

Outdoor Education Year 10

Cost: \$100

Aims

In Outdoor Education, students develop a deeper appreciation, understanding of, and reasons for, codes of conduct in outdoor recreation activities. They engage in a range of activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students assume leadership roles and are increasingly required to assess and manage risk in both recreation and everyday life. Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation. Through taking action, students develop increased self-efficacy and citizenry towards the natural environment, and develop their own ideas and strategies to support such efforts.

Content

The Nazareth Outdoor Education program has a focus on developing theoretical understanding and practical application.

Theoretical Content.

- Students will investigate the effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.
- Design and implement actions for a more sustainable future to reflect values of care, respect and responsibility for the environment.

Practical Content

- Develop and practise the skills to be safe in the outdoors, create human-nature relationships and develop personal and social capabilities.
- Partake in Team building and leadership activities, camp craft activities and plan an overnight Journey.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Application of knowledge and understanding to environmental concepts.
- Communication, collaboration and leadership.
- Analysis of contextual factors relating to the environment, considering different perspectives.
- Reflection on ways to improve health.
- Application during practical activities.
- Expedition planning.



HEALTH & PHYSICAL EDUCATION FLOWCHART



HUMANITIES & SOCIAL SCIENCES

Humanities Year 7

Recommendation:

None

Length of Course:

Full Year (compulsory)

Nazareth Pathways:

Humanities Year 8

Aims

The Year 7 Humanities course will encompass and integrate Geography, History and Civics & Citizenship together into a semester long course.

This subject aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Content

In Year 7 Humanities students may study:

Civics and Citizenship

- Key features of Australia's system of government
- The Australian Legal System

Geography

- Water in the World
- Place and liveability

History

- The Ancient World
- Deep time history of Australia

Assessment

Students will be assessed using the Australian Curriculum Achievement Standard.

Assessment can be conducted in a range of forms, including source analysis, research assignments, case studies, critical analysis and writing assessments.

Humanities Year 8

Recommendation:

None

Length of Course:

Full Year (compulsory)

Nazareth Pathways:

History Year 9

Geography Year 9

Aims

The Year 8 Humanities course will encompass and integrate Geography, History and Civics & Citizenship together into a semester long course.

This subject aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Content

In Year 8 Humanities students may study:

Civics and Citizenship

- Government and democracy
- Laws and citizens
- Citizenship, Diversity and Identity

Geography

- Landscapes and Landforms
- Mapping and Data
- Sustainable Living

History

- Medieval Europe and The Black Death
- Vikings
- History Skills

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: source analysis, research assignments, analytical discussions, case studies, essay writing and reflection.

HUMANITIES & SOCIAL SCIENCES

History Year 9

Recommendation: None

Length of Course: One semester (compulsory)

Nazareth Pathways: History Year 10

Aims

History is organised into two strands – Historical Knowledge and Understanding, and Historical Skills. It recognises the importance of the process of historical inquiry and integrates concepts of historical understanding, including evidence, continuity and change, cause and effect, empathy, significance, perspectives and contestability. The focus of Year 9 History is ‘The Making of the Modern World’.

Content

Overview

- The nature and significance of the Industrial Revolution.
- The extent of European Imperialism and different responses.
- The emergence and nature of significant economic, social and political ideas in the period.

Depth Studies

There are three depth studies for this period

The Industrial Revolution (1750-1914)

- The technological developments that led to the Industrial Revolution.
- Population movements and changing settlement patterns during this period.
- The experiences of men, women and children and their changing way of life.
- Short and long term impacts of the Industrial Revolution.

Making a Nation

- The extension of settlement.
- The experience of Indigenous Australians from 1788-1900.
- Key ideas and events in the development of Australian democracy and self-governance.

World War One

- An overview of the causes of World War I and the reasons men chose to fight in the war.
- The locations Australians served during the war and nature of warfare in World War I.
- The impact of World War I, with particular emphasis on Australia and the significance of the ANZAC legend.

Assessment

In this subject, students are assessed using the Australian Curriculum Standards for History.

Students are assessed through a range of assessment types, including source analysis, research tasks involving note taking and analysis, case studies, oral presentations, essay writing and multimedia platforms.

Geography Year 9

Recommendation: None

Length of Course: One semester (elective)

Nazareth Pathways: Geography Year 10

Aims

Geography provides scope for students to generate deeper understandings of their place in the world, gain a better knowledge of relationships past and present and relate to the environment both now and in the future. Through their study, students deal with significant matters such as ethics in decision making, social justice, respect for the past, respect for the environment and ecologically sustainable development. This foundation will promote the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society within a global community.

Content

Biomes

Identifying and describing the biomes in Australia and throughout the world in terms of location, characteristics and the foods they produce.

Globalisation

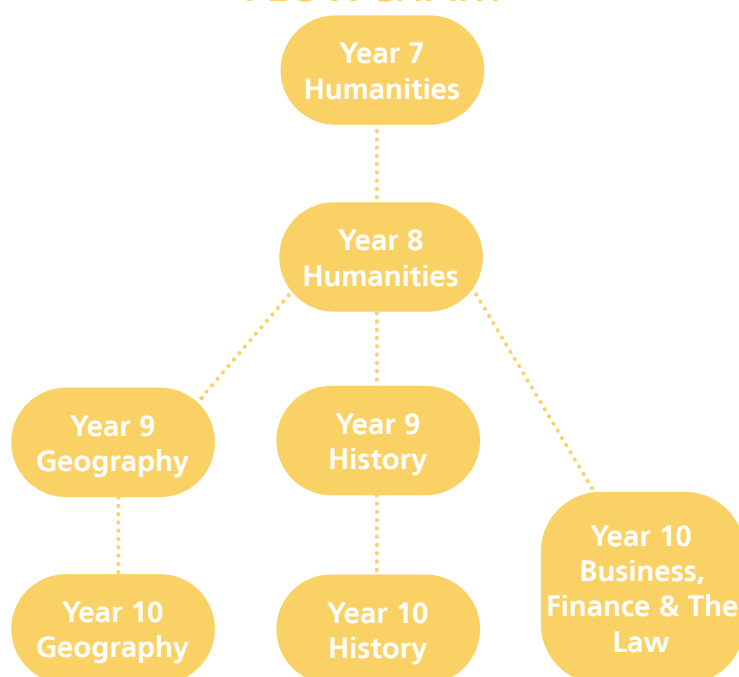
Social, environmental and economic.

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools and essay writing.

HUMANITIES & SOCIAL SCIENCES

FLOWCHART



LANGUAGES

Italian Year 7

Recommendation:

None

Length of Course:

Full year (compulsory)

Nazareth Pathways:

Italian Year 8

Aims

The study of Italian enables students to:

- Gain skills in reading, writing, speaking and understanding spoken Italian.
- Develop their literacy skills in both English and Italian
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 7 Italian include but are not limited to:

- Writing in Italian
- Understanding and using Italian sounds
- Greetings and introductions
- Numbers and telling the time
- People, lifestyles and customs
- Italian geography and regions

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

Japanese Year 7

Recommendation:

None

Length of Course:

Full year (compulsory)

Nazareth Pathways:

Japanese Year 8

Aims

The study of Japanese enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Japanese
- Develop their literacy skills in both English and Japanese
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 7 Japanese include but are not limited to:

- Writing in Japanese (Hiragana and Kanji)
- Understanding and using Japanese sounds
- Greetings and introductions
- Numbers
- Family and pets
- Japanese Food
- People, lifestyles, and customs

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

LANGUAGES

Italian Year 8

Recommendation:

None

Length of Course:

Full year (compulsory)

Nazareth Pathways:

Italian Year 9

Aims

The study of Italian enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Italian
- Develop their literacy skills in both English and Italian
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 8 Italian include but are not limited to:

- The weather and seasons
- Clothing, fashion, and shopping
- Italian cuisine and food culture
- Daily routines, lifestyle, and customs

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

Japanese Year 8

Recommendation:

None

Length of Course:

Full year (compulsory)

Nazareth Pathways:

Japanese Year 9

Aims

The study of Japanese enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Japanese
- Develop their literacy skills in both English and Japanese
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 8 Japanese include but are not limited to:

- Writing in Japanese (Hiragana, Katakana, and Kanji)
- Dates and days of the week
- Japanese festivals and celebration culture
- Sports and hobbies

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

LANGUAGES

Italian Year 9

Minimum Requirements:

Successful completion of Year 8 Italian

Length of Course:

Full year or Semester One

Nazareth Pathways:

Italian Stage 1 (Undertaken in Year 10)

Aims

The study of Italian enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Italian
- Develop their literacy skills in both English and Italian
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 9 Italian include but are not limited to:

- Making plans and holding conversation
- The family and home
- Lifestyle of young Italians
- Personal identity
- Formality in communication

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

Japanese Year 9

Minimum Requirements:

Successful completion of Year 8 Japanese

Length of Course:

Full year or Semester One

Nazareth Pathways:

Japanese Stage 1 (Undertaken in Year 10)

Aims

The study of Japanese enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Japanese
- Develop their literacy skills in both English and Japanese
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

Content

Topics covered in Year 9 Japanese include but are not limited to:

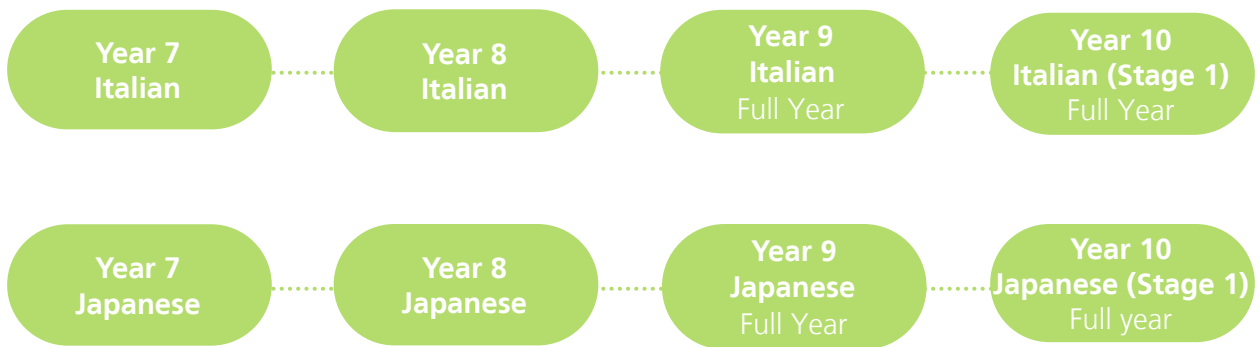
- Writing in Japanese (Hiragana, Katakana, and Kanji)
- Telling the time
- Making plans and daily routine
- Lifestyle of young Japanese people
- Schooling in Japan

Assessment

Students are assessed according to the following assessment types:

- Folio: tests, text analysis, text production
- Interaction: oral conversation/role play/presentation
- Investigation: close examination of culture (in English)

LANGUAGES FLOWCHART



MATHEMATICS

Mathematics Year 7

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Mathematics - Year 8

Aims

The study of mathematics is central to the learning, development and prospects of all young people. The course aims to ensure students become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations, think critically, and make choices as active, engaged, numerate citizens.

Content

The Australian Curriculum Mathematics is organised under 6 interrelated strands:

Number

- Number skills

Algebra

- Algebraic language
- Linear relationships

Measurement

- Unit Conversion
- Perimeter, Area & Volume

Space

- Geometric Transformations
- Triangles and Angles

Statistics

- Measures of centre
- Numerical Data Displays

Probability

- Single stage events
- Chance experiments

Assessment

Assessment is continuous throughout the year and incorporates tasks both with and without technology.

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: Skills and Application tasks, Mathematical Investigations and an ongoing folio of tasks.

Where appropriate project based tasks may be integrated with content from Science and Related Technologies.

Mathematics Year 8

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Mathematics - Year 9

Aims

The study of mathematics is central to the learning, development and prospects of all young people. The course aims to ensure students become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations, think critically, and make choices as active, engaged, numerate citizens.

Content

The Australian Curriculum Mathematics is organised under 6 interrelated strands:

Number

- Number systems and operations
- Rates and Ratios

Algebra

- Patterns and Algebra
- Linear and Non-Linear relationship

Measurement

- Using units of measurement
- Perimeter, Area & Volume
- Pythagorean theorem

Space

- Geometric Reasoning
- Congruent Triangles

Statistics

- Data Representation and Interpretation
- Sampling

Probability

- Chance
- Experimental and theoretical probability

Assessment

Assessment is continuous throughout the year and incorporates tasks both with and without technology.

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: Skills and Application tasks, Mathematical Investigations and an ongoing folio of tasks.

MATHEMATICS

Mathematics Year 9

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways:

Essential Mathematics - Year 10

Introduction to General Mathematics - Year 10

Introduction to Mathematical Methods - Year 10

Application of Mathematics - Year 10 (Elective)

Aims

The study of mathematics is central to the learning, development and prospects of all young people. The course aims to ensure students become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations, think critically, and make choices as active, engaged, numerate citizens.

Content

The Australian Curriculum Mathematics is organised under 6 interrelated strands. The Year 9 content covered is:

Number

- Number systems and operations
- Rates and Ratios

Algebra

- Index Laws & Distributive Law
- Binomial Expansion
- Factorising
- Linear and Quadratic Relationships

Measurement

- Pythagorean theorem
- Trigonometry
- Surface area and volume

Space

- Geometric Reasoning
- Similar Triangles

Statistics

- Data Representation and Interpretation
- Measures of centre

Probability

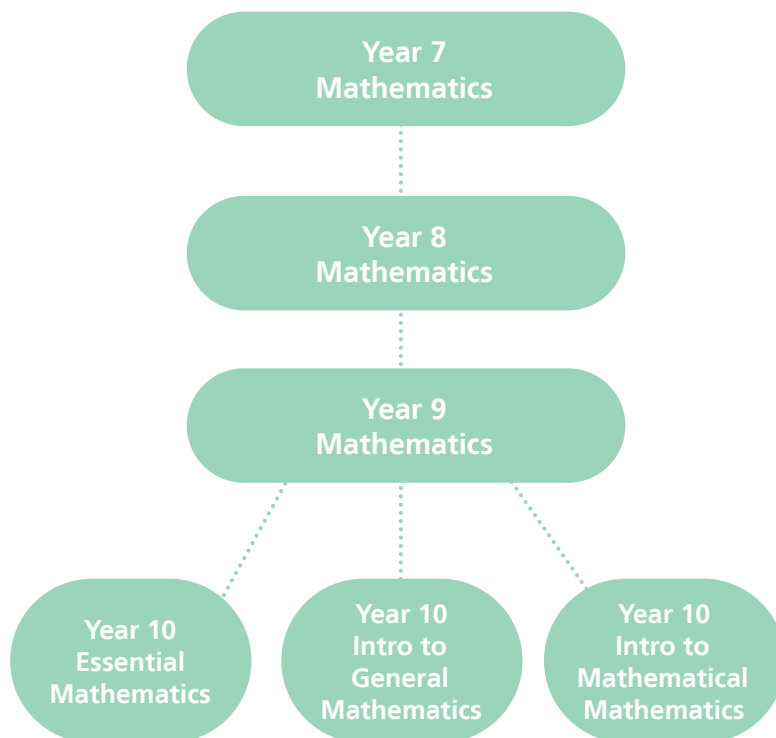
- Multiple step experiments
- Experimental and theoretical probability

Assessment

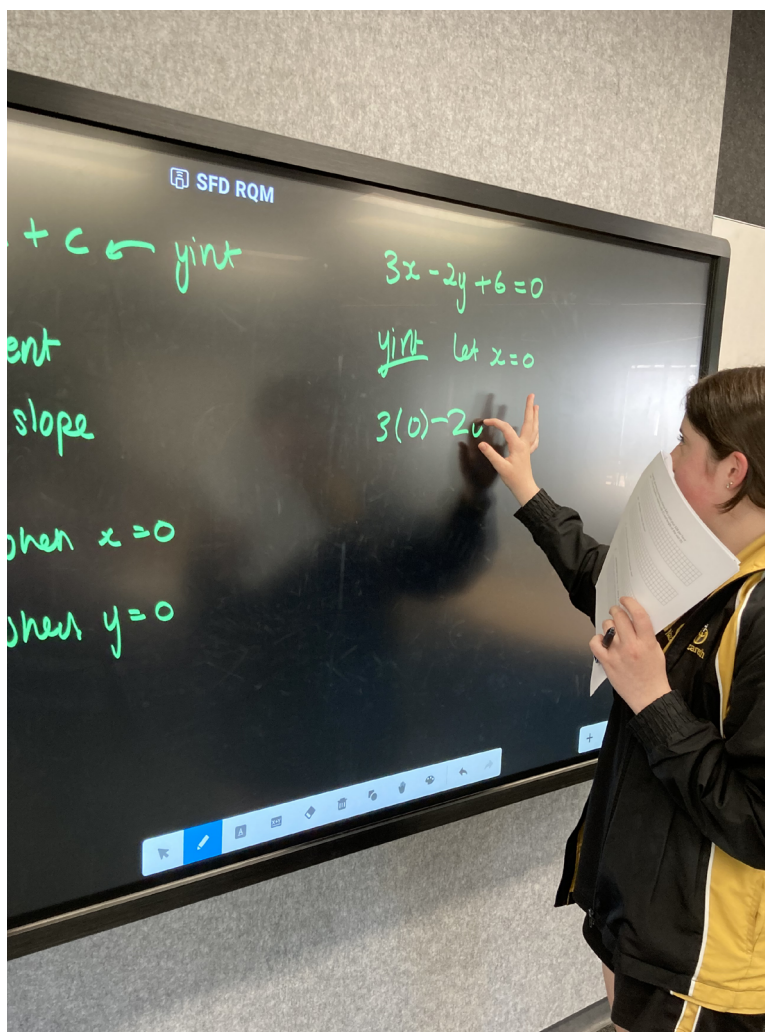
Assessment is continuous throughout the year and incorporates tasks both with and without technology. In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: Skills and Application tasks, Mathematical Investigations and an ongoing folio of tasks.

FLOWCHART



*Applications of Mathematics can be chosen as an elective along with any compulsory unit.



SCIENCES

Science Year 7

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Science Year 8

Aims

Year 7 Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident self-motivated and active members of our society

Content

Students undertake the study of the following topics;

Biological Sciences

- Classification
- Interactions between organisms, including the effects of human activities

Chemical Sciences

- Pure substances, mixtures and separation techniques

Earth and Space Sciences

- Rotation of the Earth, eclipses, seasons and phases of the moon
- Renewable and nonrenewable resources

Physical Sciences

- Forces, simple machines and gravity

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: practical work and reports, research assignments and oral presentations.

Science Year 8

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Science Year 9

Aims

Year 8 Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident self-motivated and active members of our society.

Content

Students learn about specialised cell structures and analyse the relationship between structure and function at organ and body system levels. They use the theory of plate tectonics to explain patterns in the geosphere and investigate how the properties of rocks relate to their formation and uses. They classify types of matter and investigate chemical and physical changes. Students have the opportunity for experimentation, recording of data in appropriate forms, analysing and explaining trends. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Chemical Sciences

- Properties of States of Matter
- Elements, Compounds and Mixtures
- Chemical Changes

Earth and Space Sciences

- Plate tectonics
- Rock Cycle

Biological Sciences

- Cell Function
- Organ Systems

Physical Sciences

- Energy

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: practical work and reports, research assignments, oral presentations and topic tests.

SCIENCES

Science Year 9

Recommendation: None

Length of Course: Full year (compulsory)

Nazareth Pathways: Science Year 10

Aims

Year 9 Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident self-motivated and active members of our society.

Content

Students explore ways in which the human body as a system responds to its external environment and how different reproductive strategies enables the survival of a species. Students explain how interactions between the Earth's spheres affect the carbon cycle and the impact of this on society. They are introduced to the concept of the conservation of matter and explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students begin to develop a more sophisticated view of energy transfer and transformation.

Chemical Sciences

- Atomic Structure
- Chemical Reactions

Earth and Space Sciences

- Carbon Cycle
- Earth's Spheres

Biological Sciences

- Responding to stimuli
- Reproduction

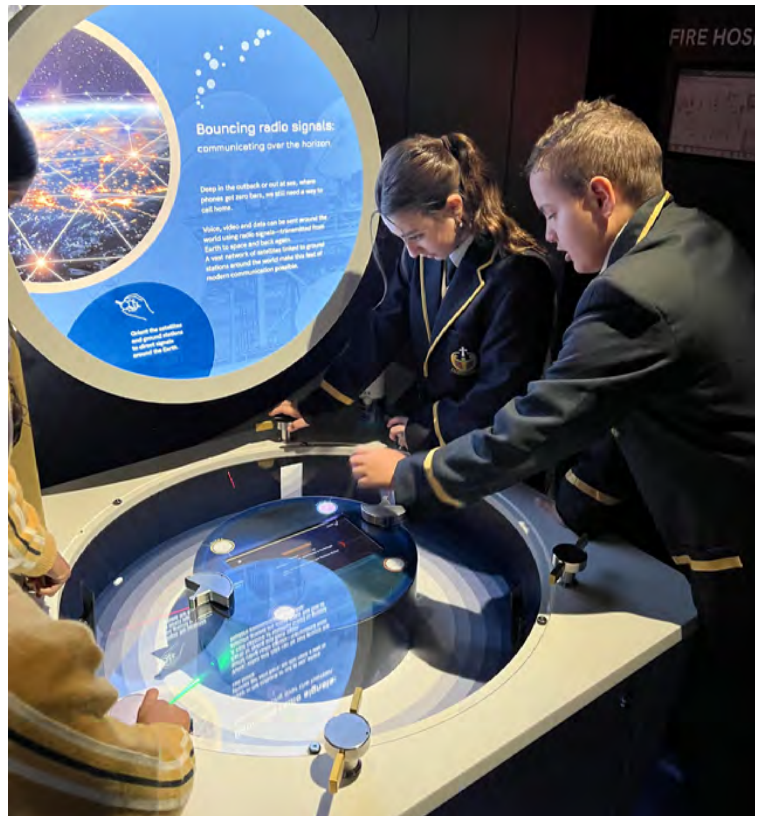
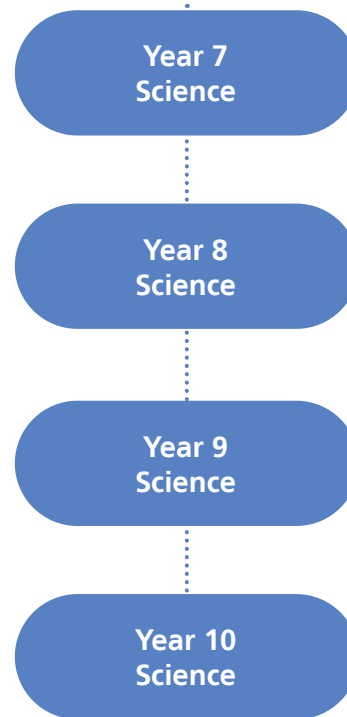
Physical Sciences

- Conservation of Energy
- Energy Transfer

Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: practical work and reports, research assignments, oral presentations and topic tests.

SCIENCES FLOWCHART





Nazareth

Campuses at Findon, Flinders Park
and Kidman Park

www.nazareth.org.au