

# Curriculum Handbook

## Middle School Years 7-9 | 2026



Nazareth



# PRINCIPAL'S INTRODUCTION

Central to the Vision of the South Australian Commission for Catholic Schools is the following aspiration.

***Thriving people, capable learners and leaders for the world God desires.***

As you would expect, this vision informs and shapes our approach to caring for and teaching the young people entrusted to us at Nazareth. As a Registered School in South Australia, Nazareth Catholic College fulfils its statutory obligations by offering courses of study under the Australian Curriculum. Our religious education programs provided through the Crossways Curriculum complement the Australian Curriculum and enable us to provide each student with a high-quality education that will serve them well as they grow into adulthood.

The purpose of the Curriculum Handbook - Year 7 to Year 9 is to provide families with an overview of the many subjects that we offer as part of the Australian Curriculum and Crossways Curriculum. There are also details showing future study options for students as they begin to make choices for electives in Year 9.

It is most important that all students in the Middle Years engage in learning across a broad spectrum of subjects. This is an essential element of the Australian Curriculum and a pillar that supports our desire that every student will take their place as an informed and active member of society. To emphasise the point, the Middle Years is not the time for children to be closing themselves off to particular areas of study because it is not their favourite, or they find it more challenging than other areas. At this stage of their journey, all the Australian Curriculum is important or core. Similarly, we as parents and teachers need to remember that children develop in different ways and at different rates. Thus, it is more important that we encourage young people to persist with the topics they find difficult knowing that overcoming small challenges is an excellent way in which to develop greater resilience, knowledge and skill.

Not captured in this Handbook are the many structures and processes designed to support each student when they need it most during the Middle Years. At Nazareth, we understand that your child's learning is optimised when they are taught and supported by a team of professional educators who know them well. You will experience this approach through our Mentor Groups, House and Neighbourhood Structures that are designed to create small communities within the larger context of the College. These structures also provide parents and guardians ready access to the key people who know your child well and who welcome the opportunity to connect with you if you have any questions or concerns.

Finally, I wish our Middle School students well in their studies in 2026 and hope that they encounter many new ideas, ways of thinking and challenges as they continue to thrive, learn and lead.

**Mr Brian Schumacher**  
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
Design Technologies .....	21
Digital Technologies.....	24
English .....	27
Food & Technology .....	29
Health & Physical Education .....	32
Humanities & Social Sciences.....	37
Languages.....	40
Mathematics .....	44
Sciences .....	46



# 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>.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# Curriculum Structure

## YEAR 7

We are looking forward to welcoming students who will commence Year 7 with us in 2026.

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
Italian or Japanese*	Languages	Full Year
Humanities	Humanities & Social Sciences	Full Year
Digital Competencies	Digital Technologies	One Term
Digital Technology	Digital Technologies	One Term
Design & 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 & 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 Special Interest instead of Music, however must be undertaking private instrumental tuition.

### Health & Physical Education

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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# 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
Italian or Japanese**	Languages	Full Year
Humanities	Humanities & Social Sciences	Full Year
Mentor Group	N/A	Full Year
Wellbeing Program		Full Year

In 2026, 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 Special Interest	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
Design & Technology	Design Technologies	One Semester
Advanced Manufacturing	Design Technologies	One Semester
Digital Products	Digital Technologies	One Semester
Digital Technology	Digital Technologies	One Semester
Food & Hospitality	Food & Technology	One Semester
Food & Textiles	Food & 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).



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# YEAR 9

In 2026, Year 9 students will study a selection of compulsory subjects as outlined below:

Subjects	Learning Area	Length of Course
Religion & Rite Journey	Religious Education	Full Year
English	English	Full Year
Mathematics	Mathematics	Full Year
Science	Sciences	Full Year
Physical Education*	Health & Physical Education	Full Year
History	Humanities & Social Sciences	One Semester
Civics & Citizenship	Humanities & Social Sciences	One Semester
Mentor Group	N/A	Full Year

## Health & Physical Education

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

## Elective Subjects

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

Elective Subject options:

Elective Subjects	Learning Area	Length of Course
Advanced Manufacturing	Design Technologies	One Semester
Art & Design	The Arts	One Semester
Dance OR Dance Academy (by audition)	The Arts	One Semester
Design & Technology	Design Technologies	One Semester
Digital Design	Digital Technologies	One Semester
Digital Technology	Digital Technologies	One Semester
Drama OR Drama Academy (by audition)	The Arts	One Semester
Food & Hospitality	Food & Technology	One Semester
Food & Textiles	Food & Technology	One Semester
Geography	Humanities & Social Sciences	One Semester
Italian	Languages	Full Year or Semester One
Japanese	Languages	Full Year or Semester One
Music	The Arts	Full Year
Music Technology	The Arts	One Semester
Specialist Physical Education	Health & Physical Education	One Semester



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# RELIGIOUS EDUCATION

## Spiritualities, Religion & Meaning Year 7

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Year 8 Spiritualities, Religion & Meaning

## 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.

- The Book of Life
- Social Justice

### Sacred Texts

Students explore the Old Testament by reading various passages as a Story of God's covenant with humanity, focusing on its historical context, key figures and moral teaching.

- The Old Testament

### Sacramentality & Prayer

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

- Prayer

### 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.

- Vocations and Missions of the Church

### 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.

## Spiritualities, Religion & Meaning Year 8

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Year 9 Spiritualities, Religion & Meaning

## 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 family values by examining how beliefs, roles and relationships differ across cultures, religions, and historical periods.

- Family Values

### Sacred Texts

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

St Paul and the Early Church

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# RELIGIOUS EDUCATION

## Religion & Rite Journey Year 9

<b>Recommendation:</b> Nil
<b>Length of Course:</b> Full Year (Compulsory)
<b>Nazareth Pathways:</b> Year 10 Spiritualities, Religion & Meaning

### 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. The Rite Journey program is embedded into Year 9 Religion. This program is designed to help our students navigate complexities as they journey to becoming the adults God has created them to be. Through class activities, discussions, challenges, a mentoring program, and the Year 9 camp, we seek to equip and empower students to be confident, purpose-driven and faith-filled young men and women.

### 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.

#### Moral Decision Making

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

#### Sacred Texts

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

#### Made in the Image of God

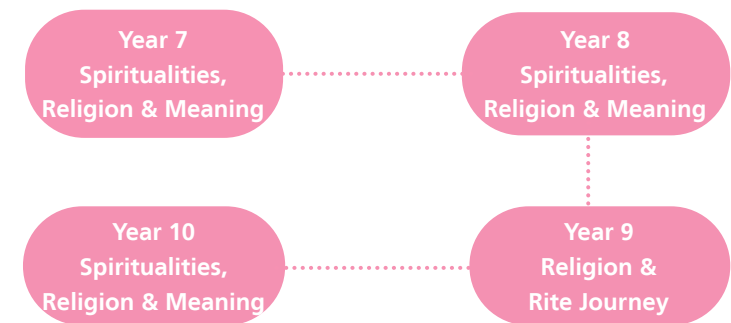
- Human Sexuality Program

### 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



# THE ARTS

## Art Year 7

### Recommendation:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Year 8 Art

### 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 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:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Year 8 Dance

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# THE ARTS

## Drama Year 7

### Recommendation:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Year 8 Drama

## 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:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Year 8 Music

Year 8 Music Technology

## 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.



Religion

Design Technologies

Digital Technologies

English

The Arts

Food & Technology

Health & Physical Education

Humanities

Languages

Mathematics

Sciences

# THE ARTS

## Music - Special Interest 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:

Year 8 Music - Special Interest

Year 8 Music

Year 8 Music Technology

## Aims

Students may elect to study Yr 7 Music Special Interest 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 2026 to be eligible for the Yr 7 Music Special Interest. 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 Special Interest 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:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Year 9 Art & Design

Year 10 Art & Design

Year 10 Fashion

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:

- 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# THE ARTS

## Dance Year 8

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Year 9 Dance

Year 9 Dance Academy (by audition)

Year 10 Dance

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
- Responding to Dance

## 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:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Year 9 Drama

Year 9 Drama Academy (by audition)

Year 10 Drama

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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# 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:

Year 9 Music

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 Musescore scoring program. It would be advantageous for students to also choose to study Music Special Interest 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:

Year 9 Music Technology

Year 10 Music Technology

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 Special Interest 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:

Year 9 Music

Year 9 Music Technology

### Additional Note:

Students who studied Year 7 Music - Special Interest 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 Special Interest 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 Special Interest 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 Special Interest have a minimum of 1 year prior Instrumental experience, and preference will be given to those who have completed Year 7 Music Special Interest 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

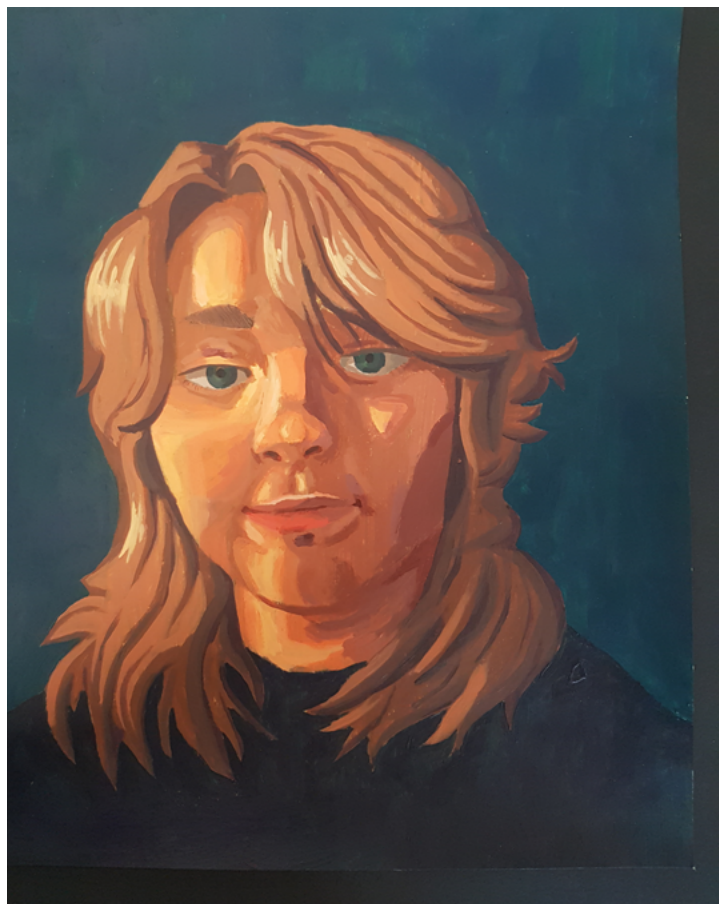
In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on performance, practical and theoretical work, and reflective skills.

## Co-Curricular Activities

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



# THE ARTS



## Art & Design Year 9

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Year 10 Art & Design

Year 10 Fashion

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 and design 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.

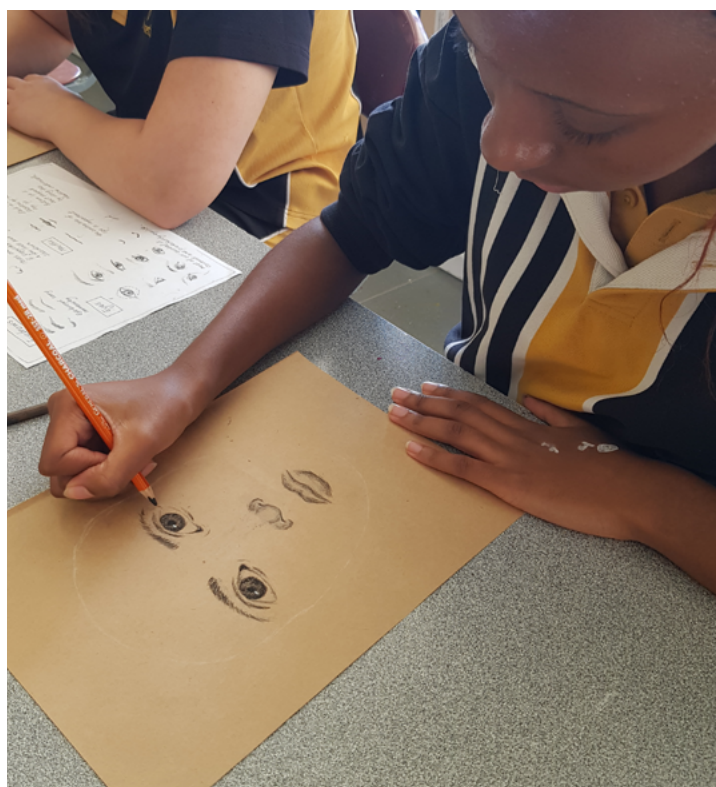
Students explore and evaluate how representations communicate artistic intentions, making connections between visual conventions and viewpoints that represent their own and others' ideas. Through manipulation of materials, techniques and processes, students develop and refine their ability to represent 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# THE ARTS

## Dance Year 9

### Recommendation:

Nil

### 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
- Responding to Dance

## 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 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.
- Composition Response

## 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.
- The Nazareth dance uniform, is compulsory and can be purchased from the uniform shop.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# THE ARTS

## Drama Year 9

### Recommendation:

Nil

### 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 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
- Rehearsal and Performance Response
- 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 will be required.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# 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

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

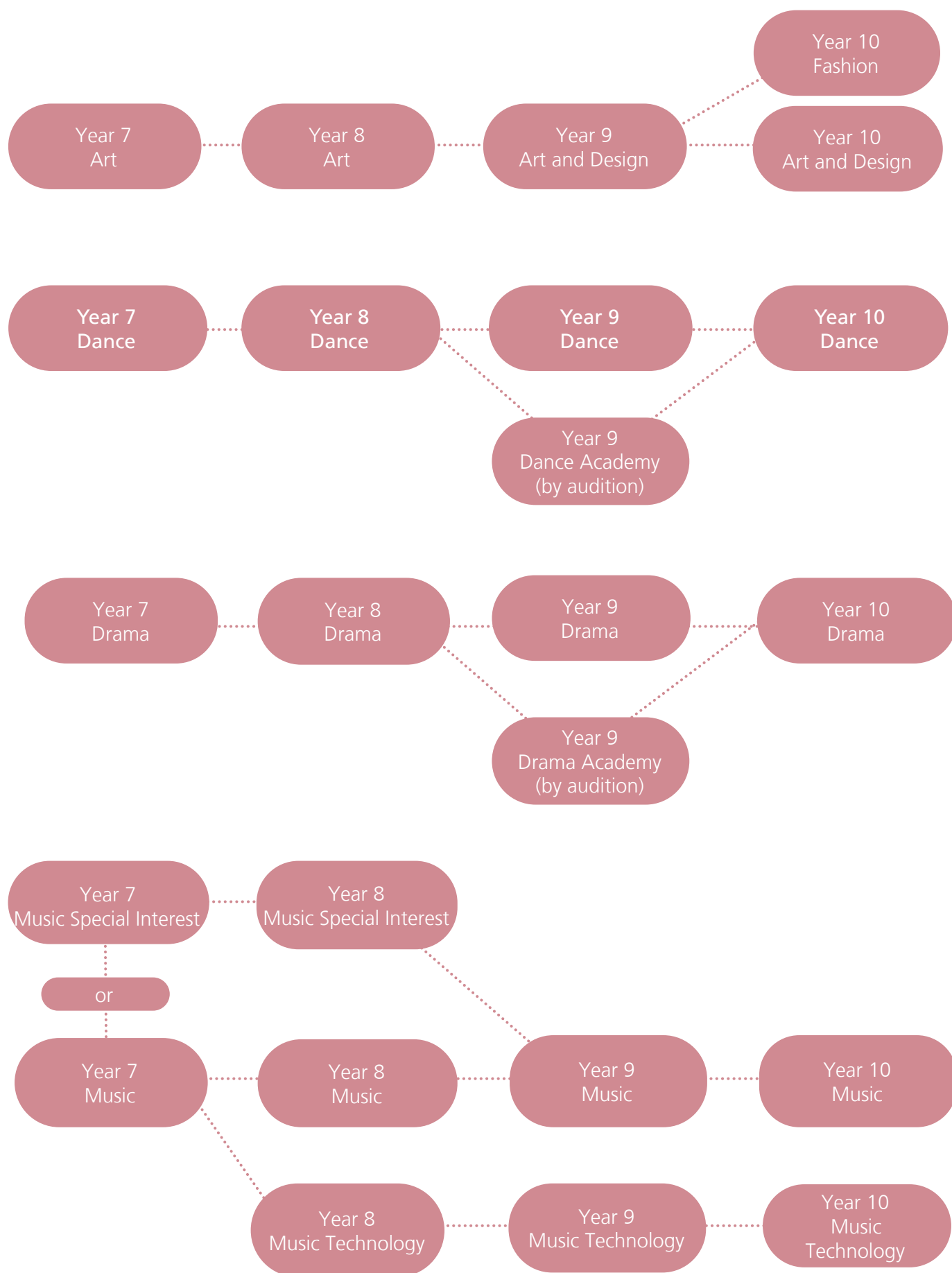
Languages

The Arts

Mathematics

Sciences

# THE ARTS FLOWCHART



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# DESIGN TECHNOLOGIES

## Design & Technology Year 7

### Recommendation:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Design & Technology Year 8

### Aims

Students will develop a broad range of skills and knowledge through exploring materials such as wood and plastic as well as developing some technical drawing and design skills. This will be achieved through participating in both practical and theoretical activities. There will be a strong focus on workshop safety and the students will develop an understanding of aesthetic principals and environmental sustainability.

### Content

Content will be delivered through the practical workshop activities and the design folio. Students will also further enhance their knowledge and acquired skills through theory lessons and online safety modules.

### 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 approved safety goggles** and must have appropriate 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:

Nil

### 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 approved safety goggles** and must have appropriate 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# DESIGN TECHNOLOGIES

Design & Technology Year 8
<b>Recommendation:</b> Nil
<b>Length of Course:</b> One Semester (elective)
<b>Nazareth Pathways:</b> Advanced Manufacturing Year 9 Design & Technology Year 9

## Aims

Students will develop a broad range of skills and knowledge during the semester with experience in both the Woodwork and Metalwork workshops. The students will complete 1 project per term, in each of these fields. This will be achieved through participating in both practical and theoretical activities. There will be a strong focus on workshop safety and the students will develop an understanding of aesthetic principals and environmental sustainability.

## Content

Content will be delivered through the practical workshop activities and the design folio. Students will also further enhance their knowledge and acquired skills through theory lessons and online safety modules.

## 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 approved safety goggles** and must have appropriate 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 9
<b>Recommendation:</b> Nil
<b>Length of Course:</b> One Semester (elective)
<b>Nazareth Pathways:</b> 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 approved safety goggles** and must have appropriate covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$30. Additional costs due to complex to differing designs selected by the student will be negotiated or financially supplemented by the student.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# DESIGN TECHNOLOGIES

## Design & Technology Year 9

### Recommendation:

Nil

### 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 during the semester with experience in both the Woodwork and Metalwork workshops. The students will complete 1 project per term, in each of these fields.

This will be achieved through participating in both practical and theoretical activities. There will be a strong focus on workshop safety and the students will develop an understanding of aesthetic principals and environmental sustainability.

### Content

Content will be delivered through the practical workshop activities and the design folio. Students will also further enhance their knowledge and acquired skills through theory lessons and online safety modules.

### Assessment

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

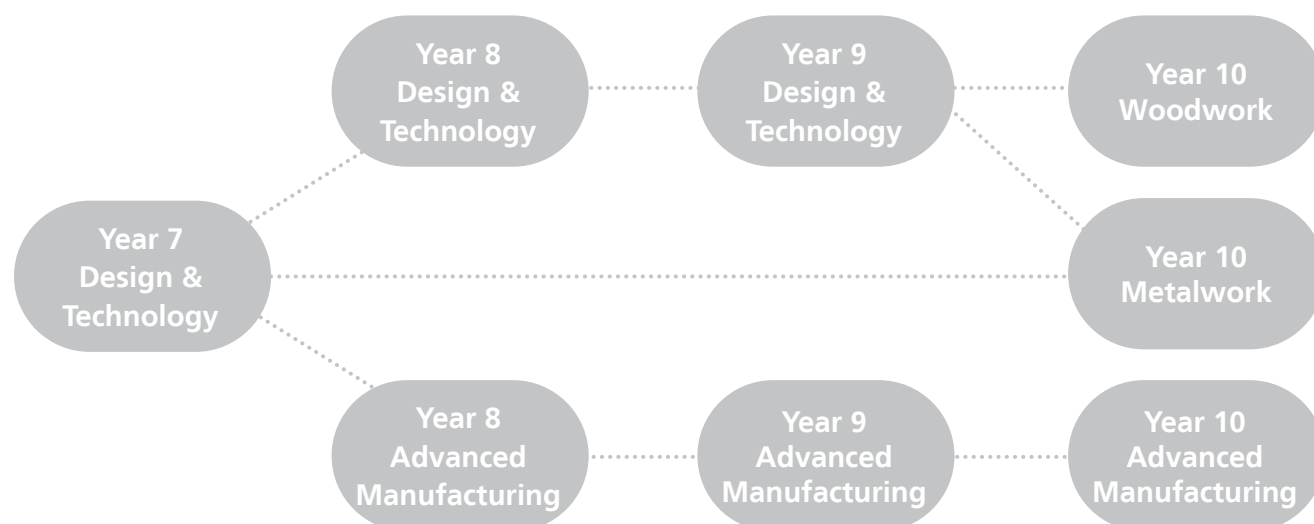
### Further Comment

Please note that all students are required to **provide their own approved safety goggles** and must have appropriate covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$30 (approximately \$15 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# DIGITAL TECHNOLOGIES

## Digital Competencies Year 7

### Recommendation:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Digital Technology 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

## Digital Technology Year 7

### Recommendation:

Nil

### Length of Course:

One Term (compulsory)

### Nazareth Pathways:

Digital Technology Year 8

## 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 Products Year 8

### Recommendation:

Nil

### Length of Course:

One Semester

### Nazareth Pathways:

Digital Technology Year 9

Digital Design Year 9

## Aims

Digital Products 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 Products include but are not limited to:

- 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 Technology Year 8

### Recommendation:

Nil

### Length of Course:

One Semester

### Nazareth Pathways:

Digital Technology 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
- Use of devices such as robotic arm, drones, and mini-bots
- 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 projects and quizzes.



# DIGITAL TECHNOLOGIES

## Digital Technology Year 9

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Digital Technology Year 10

Digital Design 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
- Creating digital solutions
- 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:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Digital Design 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

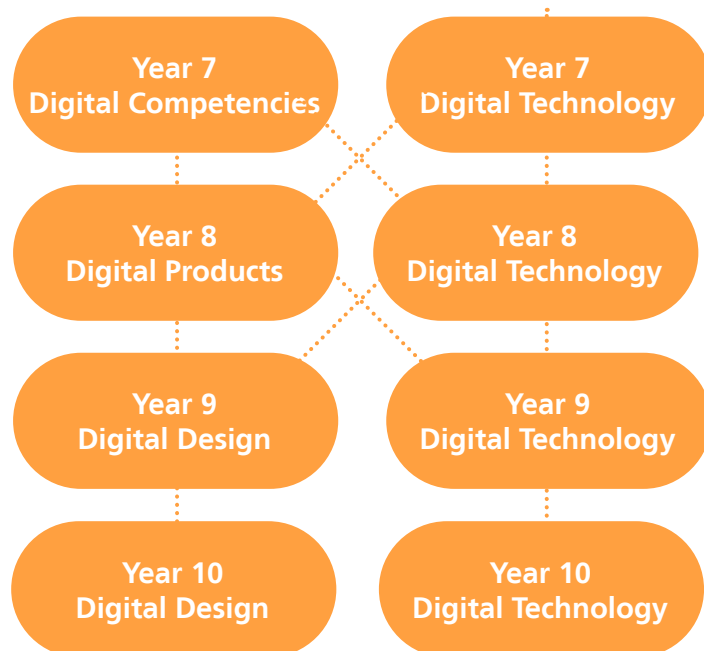
## Content

- Communications methods to discuss design principles
- Understanding and productions skills
- Design process to produce products using a range of software
- Student negotiated topics
- Topics may include graphic design, TV/Film production, animation, game design principles and multimedia

## 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# ENGLISH

## English Year 7

### Recommendation:

Nil

### 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:

Nil

### 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, critical readings, reading comprehensions, analytical essays, multimodal presentations, literary responses and evaluative responses.
- Creative responses including: Recounts, narratives, expositions, visual texts and poetry.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# ENGLISH

## English Year 9

### Recommendation:

Nil

### 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

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# FOOD & TECHNOLOGY

## Cook & Create Year 7

### Recommendation:

Nil

### Length of Course:

One Term

### Nazareth Pathways:

Food & Textiles Year 8

Food & Hospitality Year 8

Food & Textiles Year 9

Food Hospitality 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 & Textiles Year 8

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Food & Hospitality Year 9

Food & Textiles Year 9

Food & Development Year 10

Food & Hospitality Year 10

### Aims

The study of Food & Textiles 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
- Design briefs
- Bush tucker

#### Textiles

- The sewing machine
- Sewing techniques and hand stitches
- Creation of product eg apron, pencil case, or pillow

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# FOOD & TECHNOLOGY

## Food & Hospitality Year 8

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Food & Hospitality Year 9

Food & Textiles Year 9

Food & Development Year 10

Food & Hospitality Year 10

## Aims

The study of Food & Hospitality 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

- Seasonal and local produce
- Sustainable practices
- Safety, hygiene and equipment functions
- Recipe measurements and modifications
- Paddock to plate
- Oz Harvest food waste program

## 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 & Textiles Year 9

### Recommendation:

Nil

### Length of Course:

One Semester (elective)

### Nazareth Pathways:

Food & Development Year 10

Food & Hospitality Year 10

## Aims

The study of Food & Textiles 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 & 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# FOOD & TECHNOLOGY

## FLOWCHART

### Food & Hospitality Year 9

#### Recommendation:

Nil

#### Length of Course:

One Semester (elective)

#### Nazareth Pathways:

Food & Development Year 10

The World of Food & Hospitality - Year 10

### Aims

The study of Food & Hospitality 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

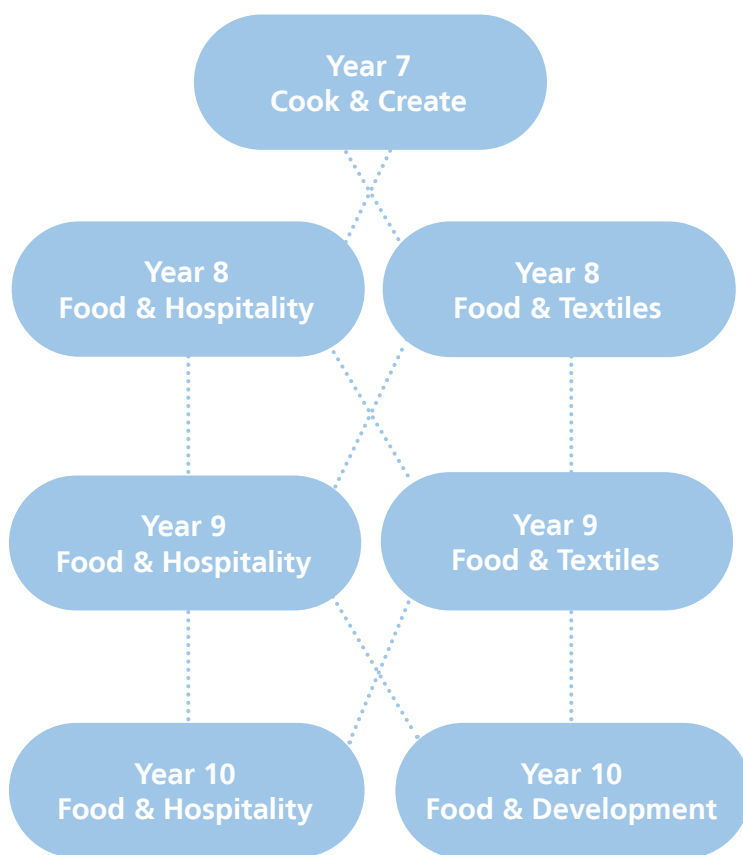
- Safety, hygiene and equipment functions
- Comparing convenience foods to homemade options
- Design Brief
- Recipe costings and budgeting
- In season and locally sourced produce
- Sustainable practices
- Plan and implement a meal for a family of four on a budget

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# HEALTH & PHYSICAL EDUCATION

## Health & Physical Education Year 7

### Recommendation:

Nil

### 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, Netball, European Handball, Volleyball, 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

### Theory component assessment:

- Theory Task:
  - Training Program Development
  - Analysis of Energy Systems used during exercise
  - Mental Health & Social Media Task
  - Training Methods

## Basketball, Netball, Football & Soccer Academies Year 7

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

**Length of Course:** Semester 2 (selection required)

### Nazareth Pathways:

Health & Physical Education Year 8

Academies Year 8

**Cost:** \$300

\* \$200 for Football (AFL/AFLW) Academies

### Additional Note:

Separate Academies may be 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# HEALTH & PHYSICAL EDUCATION

## Health & Physical Education Year 8

### Minimum Requirements:

Nil

### 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, Netball, Sofcrosse, Softball, Tag Rugby, Minor games or Table Tennis.

### Theory:

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

Energy systems, training methods and principles.

## 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

- Theory Task
  - Mental Health Task
  - Body Systems
  - Biomechanics

## Basketball, Netball, Football & Soccer Academies Year 8

**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.

**Length of Course:** One Semester (selection required)

**Timetabling:** Basketball, Netball and Soccer Academies will run in Semester 1. Football & Volleyball Academies will run in Semester 2.

**Nazareth Pathways:** Health & Physical Education Year 9 Academies Year 9

**Cost:** \$300.00

\*\$200 for Football (AFL/AFLW Academies)

**Additional Note:** Separate Academies may be 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# HEALTH & PHYSICAL EDUCATION

## Specialist Physical Education Year 9 (Elective)

### Recommendation:

Nil

### Length of Course:

One Semester

### Nazareth Pathways:

Health & Physical Education Year 10

## Aims

Designed for academy and PE pathways students, this course introduces students to some of the concepts covered in senior PE. Students will develop an understanding of training principles, sports injuries, and biomechanics. 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

- **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?
- **Sports Injuries:** management and prevention
- **Biomechanics:** Analysis of how the biomechanical principles of stability, angle of release and length of a lever impact performance

## 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:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Health & Wellbeing Year 10

Outdoor Education Year 10

Physical Education Year 10

Physical Education - Sport & Fitness Year 10

## Aims

In Health & Physical Education, students demonstrate how to be proactive about their own and others' health & wellbeing. Students will develop their communication and collaboration skills while working in groups to plan and teach a lesson. They will explore the physical, emotional and cognitive impacts of physical activity on the body.

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:

The benefits of physical activity.

Peer Teaching - Minor Games & Indigenous Games

## 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 may include:

- Peer Teaching Minor Games
- The Benefits of Physical Activity
- Indigenous Games Peer Teaching



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# HEALTH & PHYSICAL EDUCATION



## Basketball, Football, Soccer, Netball, Volleyball Academies Year 9

### 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.

### Length of Course:

One Semester (selection required)

### Timetabling:

Academy programs will run for one semester throughout the year.

### Nazareth Pathways:

Physical Education Year 10  
Academies Year 10

### Cost: \$300

\* \$200 for Football (AFL/AFLW) Academies

### Additional Note:

Separate Academies may run for boys and girls dependent on numbers

## Aims

- Provide students (male and female) 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

## 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 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

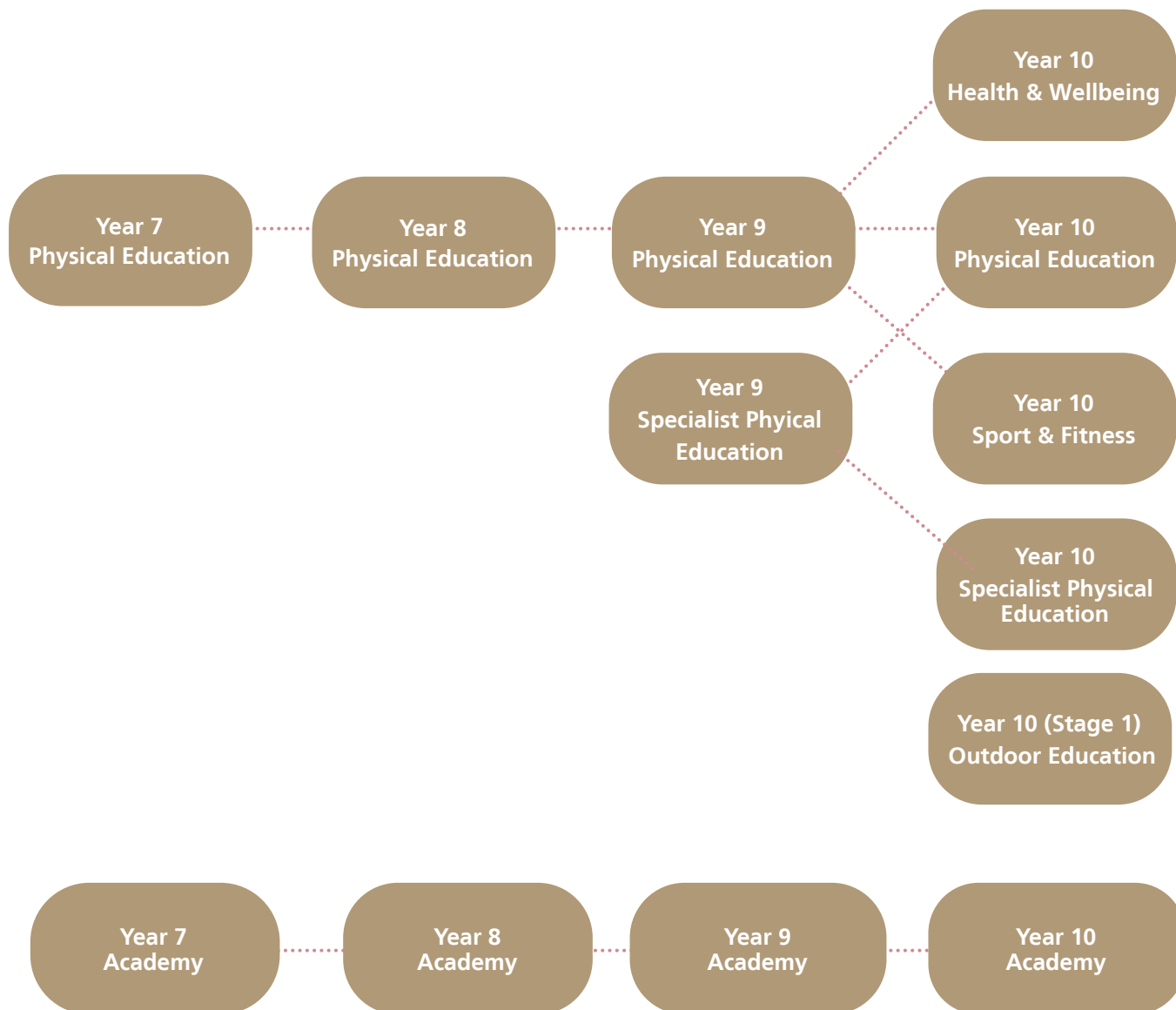
Languages

The Arts

Mathematics

Sciences

# HEALTH & PHYSICAL EDUCATION FLOWCHART



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# HUMANITIES & SOCIAL SCIENCES

## Humanities Year 7

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Humanities Year 8

## Aims

The Year 7 Humanities course will encompass and integrate Geography, History, Economics, Business 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

### Economics and Business

- Reason Businesses exist
- Characteristics of entrepreneurs

## 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:

Nil

### 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, Economics, Business 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
- Changing Nations

### History

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

### Economics and Business

- Production of goods and services
- The Australian Taxation System

## 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# HUMANITIES & SOCIAL SCIENCES

## Civics & Citizenship Year 9

### Recommendation:

Nil

### Length of Course:

One Semester

### Nazareth Pathways:

Economics, Finance and the Law Year 10

## Aims

The course aims to develop an understanding of civic values and economic factors that shape society. It will also allow students to develop dispositions required for effective participation in everyday life, now and in the future, including the ability to problem solve critically and creatively, make informed decisions, and be a responsible and active citizen.

## Content

Students undertake the study of the following topics;

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

## Assessment

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

- Civic Action Project
- Media Source Analyses
- Law and Legal Systems Folio

## History Year 9

### Recommendation:

Nil

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# HUMANITIES & SOCIAL SCIENCES

## Geography Year 9

### Recommendation:

Nil

### 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.

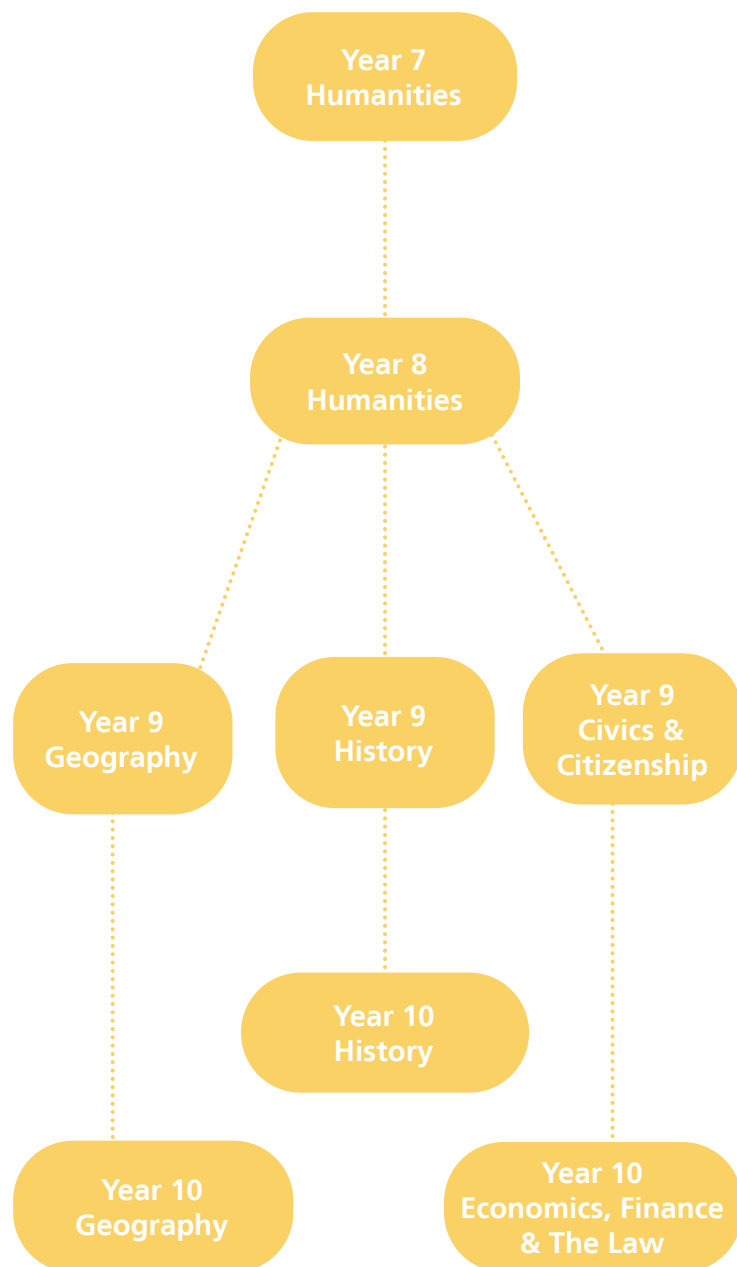
### Globalisation

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.

## FLOWCHART



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# LANGUAGES

## Italian Year 7

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Italian Year 8

## Aims

The study of Italian enables students to:

- Develop skills in reading writing, speaking and understanding spoken Italian.
- Develop literacy skills in both English and Italian.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Italian Grammatical Structures
- Greetings
- Numbers
- Celebrations
- Animals
- Friends+ Families

## Assessment

Students are assessed according to the following assessment types:

- Folio: Grammar Tests, Text Analysis, Text Production, Oral Reading Tasks
- Oral Interaction in Language.
- Cultural Investigation in English.

## Japanese Year 7

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Japanese Year 8

## Aims

The study of Japanese enables students to:

- Develop skills in reading writing, speaking and understanding spoken Japanese.
- Develop literacy skills in both English and Japanese.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Hiragana & Kanji Writing Styles
- Greetings
- Numbers
- Family+ Pets
- Japanese Food

## Assessment

Students are assessed according to the following assessment types:

- Folio: Grammar Tests, Text Analysis, Text Production, Oral Reading Tasks
- Oral Interaction in Language.
- Cultural Investigation in English.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# LANGUAGES

## Italian Year 8

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Italian Year 9 (accelerated program)

## Aims

The study of Italian enables students to:

- Develop skills in reading writing, speaking and understanding spoken Italian.
- Develop literacy skills in both English and Italian.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Weather featuring Il meteo da Nazareth con Radio Italiana 531AM
- Italian Food & Cuisines
- Daily Routines
- Italian Superstitions

## Assessment

Students are assessed according to the following assessment types:

- Folio: Grammar Tests, Text Analysis, Text Production, Oral Reading Tasks.
- Oral Interaction in Language.
- Cultural Investigation in English.

## Japanese Year 8

### Recommendation:

Nil

### Length of Course:

Full Year (compulsory)

### Nazareth Pathways:

Japanese Year 9 (accelerated program)

## Aims

The study of Japanese enables students to:

- Develop skills in reading writing, speaking and understanding spoken Japanese.
- Develop literacy skills in both English and Japanese.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Hiragana, Katakana, Kanji Writing Styles
- Dates & Days of the Week
- Japanese Festivals & Celebrations
- Sports & Hobbies

## Assessment

Students are assessed according to the following assessment types:

- Folio: Grammar Tests, Text Analysis, Text Production, Oral Reading Tasks.
- Oral Interaction in Language.
- Cultural Investigation in English.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# LANGUAGES

## Italian Year 9 (accelerated program)

### Minimum Requirements:

Successful completion of Year 8 Italian

### Length of Course:

Full Year

### Nazareth Pathways:

Italian Stage 1 (Undertaken in Year 10)

## Aims

The study of Italian enables students to:

- Develop skills in reading writing, speaking and understanding spoken Italian.
- Develop literacy skills in both English and Italian.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Italian Grammatical Structures
- My Ideal Italian Home
- Italian Food & Daily \_Life

\*Topics studied are negotiable and influenced by student interest\*

## Assessment

Students are assessed according to the following assessment types:

- Folio: Grammar Tests, Text Analysis, Text Production.
- Oral Interaction in Language.

## Japanese Year 9 (accelerated program)

### Minimum Requirements:

Successful completion of Year 8 Japanese

### Length of Course:

Full Year

### Nazareth Pathways:

Japanese Stage 1 (Undertaken in Year 10)

## Aims

The study of Japanese enables students to:

- Develop skills in reading writing, speaking and understanding spoken Japanese.
- Develop literacy skills in both English and Japanese.
- Understand the relationship between language and culture.
- Develop intercultural knowledge and understanding.

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:

- Hiragana, Katakana, Kanji Writing Styles
- Daily Routines & Leisure Time
- Japanese Lifestyles
- Schooling in Japan

\*Topics studied are negotiable and influenced by student interest\*

## 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)



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

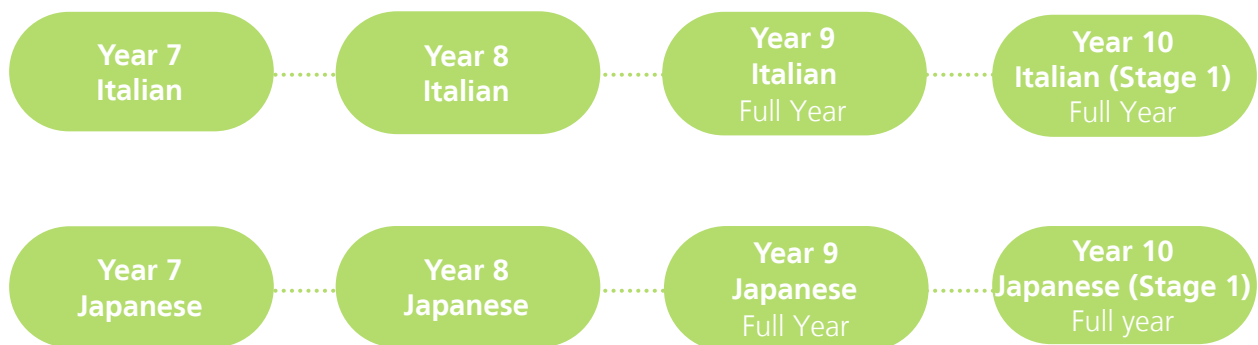
The Arts

Mathematics

Sciences



# LANGUAGES FLOWCHART



# MATHEMATICS

## Mathematics Year 7

### Recommendation:

Nil

### 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:

Nil

### 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.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences

# MATHEMATICS

## FLOWCHART

### Mathematics Year 9

#### Recommendation:

Nil

#### Length of Course:

Full Year (compulsory)

#### Nazareth Pathways:

Essential Mathematics Year 10

Introduction to General Mathematics Year 10

Introduction to Mathematical Methods Year 10

### 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

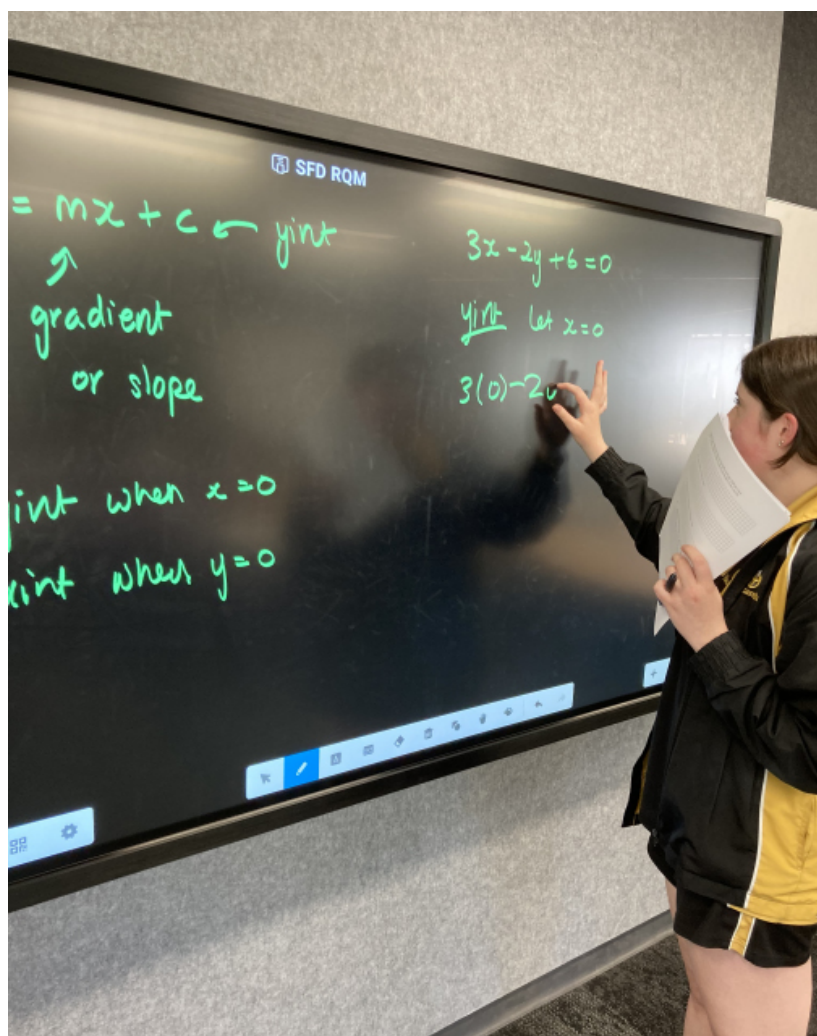
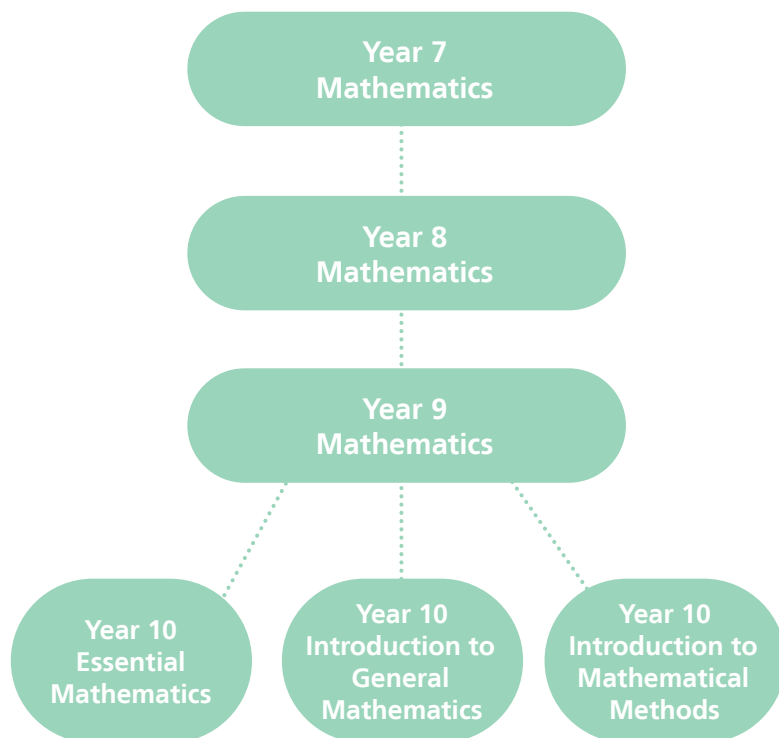
#### Probability

- 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 and Mathematical Investigations.



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# SCIENCES

Science Year 7
<b>Recommendation:</b> Nil
<b>Length of Course:</b> Full Year (compulsory)
<b>Nazareth Pathways:</b> 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

- Practical Theory
- 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
<b>Recommendation:</b> Nil
<b>Length of Course:</b> Full Year (compulsory)
<b>Nazareth Pathways:</b> 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

Undertake the study of the following topics:

### 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:

Nil

### 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

Undertake the study of the following topics:

### Chemical Sciences

- Atomic Structure
- Chemical Reactions

### Earth and Space Sciences

- Carbon Cycle
- Earth's Spheres

### Biological Sciences

- Responding to stimuli
- Reproduction

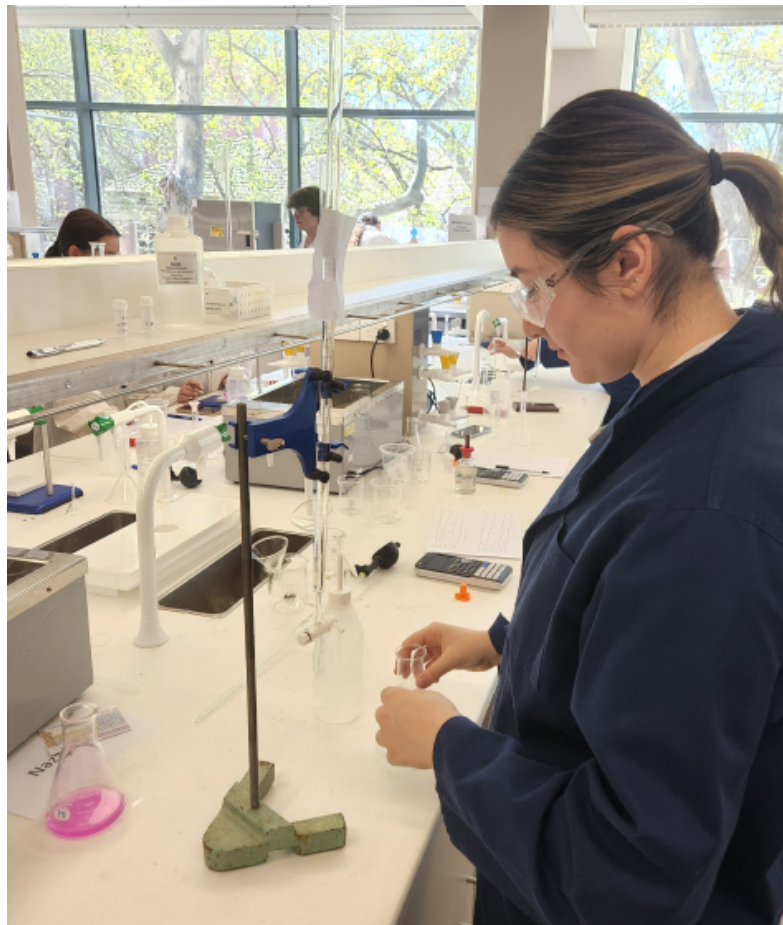
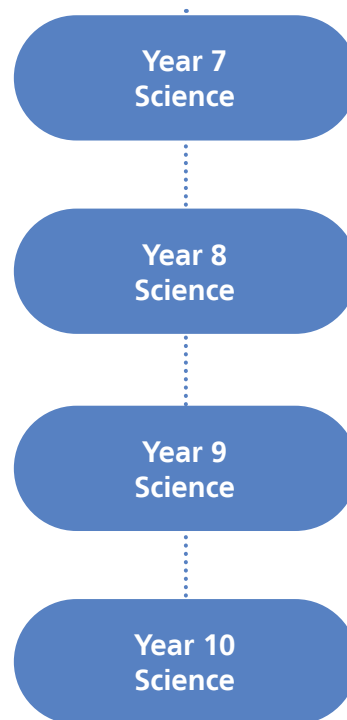
### Physical Sciences

- 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



Religion

Food & Technology

Design Technologies

Health & Physical Education

Digital Technologies

Humanities

English

Languages

The Arts

Mathematics

Sciences



# Nazareth

Campuses at Findon, Flinders Park  
and Kidman Park

[www.nazareth.org.au](http://www.nazareth.org.au)