

# ASHWOOD HIGH SCHOOL



**2023**

## MIDDLE SCHOOL CURRICULUM HANDBOOK

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# PRINCIPAL'S FOREWORD – MIDDLE SCHOOL

*'Laying Strong Foundations (for the Future)'*



We are proud of our students' achievements at Ashwood High School. The Middle School curriculum structure maximises student engagement through challenge and support. Our Middle School curriculum is premised on the two educational concepts of enhancement and extension. Middle School students at Ashwood High School are provided with a highly rigorous and challenging curriculum program that demonstrates our fundamental belief that all students can succeed.

In 2023, the Accelerated Curriculum & Enrichment (ACE) Program will continue to be offered in Years 7 to 10. This select entry program (an approved SEAL program) is premised on two educational concepts: curriculum acceleration and curriculum enrichment. Curriculum acceleration enables students to cover coursework at a faster pace; curriculum enrichment

encourages the study of more complex and abstract concepts and a greater emphasis on higher order thinking skills such as analysing, synthesising, generalising and recognising relationships.

The Middle School curriculum lays strong foundations for successful entry and completion of Senior School curriculum programs at Ashwood High School. Through a commitment to a depth and breadth of subjects, we collectively maximise students' opportunities and choices to pursue further tertiary studies and career pathways. We understand that the educational landscape has become increasingly competitive in recent times. Ashwood High School offers a range of resources and programs at this critical stage of secondary education to guide, challenge and support students and families with their goal setting and study programs.

## SCHOOL CONTEXT

Ashwood High School is a co-educational secondary school which aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world.

Having served as an integral part of the community of Ashwood since 1958, Ashwood High School interweaves strong traditions centred on the value of respect with a modern understanding of education. Our award winning, state-of-the-art facilities are situated on a 16-hectare site with spacious, unparalleled grounds.

At Ashwood High School we develop critically aware, reflective, resilient, confident and independent learners for life. We are proud of our strong sense of community and provide a welcoming, safe, secure and orderly learning environment.

## SCHOOL MOTTO AND MISSION STATEMENT

Vision: The School motto is **'Vision Inspired Action'**. In order to realise this motto, Ashwood High School has developed an agreed "Mission Statement".

*'Ashwood High School is a school of high trust with outstanding academic and social outcomes for students; a learning community of staff, students, parents and partners who come together to realise a proud culture of empowerment and excellence based on mutual respect.'*

## GREAT TO EXCEPTIONAL

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four pillars of a GREAT school:

1. Strong emphasis on Academic Excellence;
1. Sporting Excellence program;
1. Significant commitment to the Creative Arts;
1. Focus on Civics, Citizenship and Leadership.

## **‘CHOIR’ – ASHWOOD HIGH SCHOOL’S FIVE CORE VALUES:**

In order to support our School’s Motto and Mission, our school community has developed the Ashwood High School – ‘CHOIR’. ‘CHOIR’ reflects Ashwood High School’s five core values that underpin our teaching, leadership and learning behaviours, actions and decisions.

### **Community (of Learning and Trust) – Active Engagement**

It is an honour and source of pride to be part of the Ashwood community. A strong sense of community empowers **trust**, autonomy and self-efficacy. Our school culture, structures and processes recognise and appreciate **diversity**. Our teaching and learning programs address, support and encourage the range of learning styles, capabilities and interests of all members of our school community ensuring access and inclusion through a belief that there is strength in difference. The school focuses on the **holistic development of each person** through a strong emphasis on the value of co-curricular programs that enhance learning, personal development, school and community connectedness.

### **High Expectations – Learning Effectiveness**

Students and staff alike will aspire to do their **personal best**. Each student and staff member will continue to be challenged and supported to achieve their best academically and personally through effort. The school achieves high standards through having high expectations. The school believes in high levels of **accountability** and transparency that creates a culture of **responsibility and discipline**. Our school has a firm but fair and consistent approach to discipline where students gain an understanding of the balance between rights and responsibilities and all members of the community are accountable for their own **actions**. Our school aims to provide for a **safe, ordered and secure** learning and working environment for all.

### **Optimism (Reflection and Resilience) – Responding to Feedback**

The school will thrive as a result of a **positive** attitude and spirit towards continuous improvement (at an individual and school level). All members of the community will aspire to demonstrate an intense ‘heart felt’ enthusiasm (**passion**) to achieve school and personal goals, striving for **excellence** at an individual and collective level. A positive attitude towards reflective practice, coupled with a culture of **honest** giving, receiving and interpreting **feedback** will instil **resilience** and self-belief, which involves the ability to maintain positive and consistent **effort** in the face of personal challenge.

### **Innovation (Creativity and Sustainability) – Learning Independence**

Our school believes that significant positive change must be explicitly linked to our **moral purpose**. This involves the application of new ideas and use of highly effective structures, processes and thinking tools to solve problems in transformational contexts. This involves harnessing **creative thinking** and **emerging technologies** to create a **sustainable future**. Sustainability also refers to a purposeful use of human and physical resources to improve student learning, wellbeing, engagement and pathways towards a bright future within a global economy and community.

### **Respect – Respectful Behaviour**

The four respects are: Respect for teachers, Respect for peers, Respect for School and Community, and Self-Respect. This includes **courtesy and manners**, which our school will teach, model, encourage and expect. These are honourable behaviours that underpin mutual respect and community expectations.

## **FOUR KEY SCHOOL PRIORITIES**

Our school is committed to realising student wellbeing, engagement and achievement through focused effort being used in support of our School’s four key priorities for continuous school improvement:

1. Enhancing student culture
1. Growing pride and achievement
1. Valuing staff and building capacity
1. Increasing positive parental and community engagement.



## EDUCATIONAL PHILOSOPHY

At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming, and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success. Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

## PRINCIPAL'S COMMITMENT

To create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied.

## APPROACHES TO LEARNING AND STUDY IN THE MIDDLE SCHOOL AT ASHWOOD HIGH SCHOOL

Enhancement and extension are brought to fruition in the Middle School through a whole school approach to explicit instruction that is augmented by a range of highly relevant and engaging differentiated and challenging learning tasks.

Our learning programs in the Middle School are purposeful, clearly defined, differentiated and challenging, enabling students to experience powerful, progressive and precise learning. Ashwood High School teachers systematically employ higher order questioning to enhance and deepen student understandings.

Teaching practices throughout the school are informed by a range of data sources. We connect feedback to data about student attitudes, behaviours, actions and performance. Our focus on the effective use of assessment and feedback for learning encourages behaviours that are responsible and positive to optimise student engagement and curiosity in their learning.

Ashwood High School has a whole school approach to linking learning intentions with success criteria. Our teaching practices harness learning intentions, narrative and pace so students are more secure about their learning, more willing to take risks, enhancing student understandings and achievement. We continue to revise, update and improve our curriculum and teaching practices to lay strong foundations for the future, and preparing Middle School students for success in the Senior School.

Consistent with the school vision and values, the curriculum focuses on developing the capacity of each individual so they may continue to learn and grow based on our commitment to the fundamental belief that all Ashwood students can experience success. The literature context supports the notion that students' educational outcomes are best met when there is a strong partnership between home and school. With this, parent(s) / guardian(s) are encouraged to discuss and explore with their child the available options and opportunities offered by our Middle School curriculum to identify a personalised program which best meets the student's interests and aspirations. From a parent perspective, I know that these important conversations that we have with our children assist in laying strong foundations for commitment and enthusiasm to learning, personal growth and sustained success.

It is highly recommended that students explore the rich and diverse opportunities offered by our Middle School curriculum. Students should discuss their learning goals and aspirations with teachers, support staff, parents and family members. Subject and pathway selections must be based on an informed understanding of the Middle School Curriculum Handbook and a commitment to challenge, relevance, enjoyment and success. As Principal, I wish all students and families the best as we collectively embark upon an exciting and rewarding learning journey that matters.

## MIDDLE SCHOOL STRUCTURE

The Middle School at Ashwood High School is made up of approximately 450 Year 7, 8 and 9 students.

In developing and enhancing students' strong sense of connectedness to school we have established a safe, orderly and supportive environment for all learners. Within the Middle School we have created four houses to provide students with a sense of house identity within the greater school community as a whole.

The Middle School is structured to enhance student learning and wellbeing through the creation of teams of teachers and education support staff who work closely within each House. There are four Houses at Ashwood High School. Each House has a non-Aboriginal and Aboriginal name and Aboriginal motif:

Cowan – Yellow – Balayang (Bat)

Flynn – Red – Wang (Crow)

Melba – Green – Bunjil (Eagle)

Paterson – Blue – Berimul (Emu)

Each student is assigned to a House for the duration of their high school education. A House Coordinator oversees the learning and wellbeing of the students in their House, within the Middle School.

The Middle School is focused on creating a safe and orderly learning environment. In these years we promote the holistic development of each student, fostering well-adjusted and balanced individuals across all capabilities, laying strong foundations for the future.

In the Middle School there is a core team of teachers and education support staff who work with House Coordinators and other class teachers to create small professional learning communities within the Middle School. This structure is designed to provide students with an enhanced sense of belonging by allowing them to get to know, and identify with, a particular group of students and teachers within the school.

The Middle School is managed by an executive team comprised of the Student Engagement, Engagement, Wellbeing and Transitions Leader and four House Coordinators, reporting to the Middle School Assistant Principal. The Middle School Executive support the wellbeing and learning needs of all students.

Each House in the Middle School is comprised of six smaller Tutor Groups. Tutor Groups are house based and comprise of students from Years 7, 8 and 9. The vertical program within Middle School House Tutor Groups is an integral part of enhancing our proud school culture of empowerment and excellence based on mutual respect. Tutor Groups meet once a week for a pastoral care and study skills program. The Tutor Group program celebrates the school's core values of CHOIR, enhancing a community of learners based on diversity, inclusivity and respect.

Dr Brett Moore

**Executive Principal**

## YEAR 7 - 9 STUDIES

The Ashwood High School Year 7-9 Subject Handbook is designed to inform students and parents of the requirements for the successful completion of the Year 7-9 Curriculum and to provide an overview of the studies available for Years 7-9. Please note that elective subjects listed are **proposed** subjects only and will only run if there are sufficient student numbers.

### THE STRUCTURE OF THE CURRICULUM

The curriculum for Year 7-9 reflects the Victorian Curriculum.

**The subject disciplines are:**

- English / English as an Additional Language (EAL)
- Mathematics
- Science
- Arts
- Humanities
- Languages – French (compulsory at Years 7-8 and for Year 9 ACE students)
- Health and Physical Education
- Technologies

**Other compulsory units of study include:**

- Tutor Group (Years 7-9)
- Sport (Year 7-9)

YEAR 7	YEAR 8	YEAR 9
English / EAL	English / EAL	English / EAL
Mathematics	Mathematics	Mathematics
Science	Science	Science
Humanities	Humanities	Humanities
French	French	PE / Health
PE / Health	PE / Health	
Digital Technologies (½ year)	Design Technologies (½ year)	Elective 1 (Semester 1)
Visual Arts (½ year)	Drama (½ year)	Elective 2 (Semester 1)
Food Studies (½ year)	Food Studies (½ year)	Elective 3 (Semester 2)
Music (½ year)	Music (½ year)	Elective 4 (Semester 2)
Sport	Sport	Sport
Tutor Group	Tutor Group	Tutor Group



## YEARS 7 – 9 SPORT

All students in Years 7-9 participate in the Ashwood High School Sport program. As part of the school's membership in the Mullum Division, teams will compete in age group round robin sporting events each term. Students will select the sport they wish to participate in at the beginning of each term. During the term they will train in this sport with the goal of participating in the round robin events. Successful teams in the round robins progress through to Eastern Metropolitan Region Championship and then ultimately Victorian State Championship level if they are successful. Successful individuals in swimming, athletics and cross-country progress to the Mullum District Athletics, Swimming and Cross-Country Events.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further Information on the Sport program at Ashwood High School please contact the Director of Sport or Health/PE staff members.

## YEARS 7 – 9 TUTOR GROUP

Students in Years 7 – 9 at Ashwood High School participate in the Tutor Group program, which is designed to be a personalised and structured wellbeing curriculum that is closely teacher guided and supported. The Tutor Group online program is built on the framework of AHS Learning Characteristics (*CHOIR* Dispositions) and is intrinsically linked with existing recognition and award structures such as School Colours. This program allows students to learn explicit skills starting from their current level of competency, regardless of their year level, and focus on continuous improvement.

Supported by technology, this program is delivered in an online platform, which allows for higher parental and community engagement with this innovative, flagship program. Tutor Group provides an opportunity for cross age mentoring and for the contribution of ideas and suggestions toward whole school improvement and activities.

This program encourages active involvement in co-curricular activities and promotes connectedness to peers and the School. It builds positive relationships between Tutor Group teachers and their students as individuals with specific learning needs. Tutor Group is also an integral aspect of our House structure. It fosters team spirit and a sense of healthy competition across a wide range of activities within and between Houses.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information on the Tutor Group program at Ashwood High School please contact the Middle School Student Engagement, Wellbeing and Transition Leader or one of the House Coordinators.

## YEAR 9 ELECTIVE PROGRAM

Ashwood High School offers a broad range of elective choices at Year 9. Students can choose from a range of subjects, particularly from the Arts and Technology fields. This will allow students to explore diverse curriculum offerings and pursue areas of interest. Many electives will lead on to VCE and VCAL subjects. In 2022 students will be able to select from Art, Computing, Design Technologies – Digital, Digital Animation and Design, Drama, Food Studies, French, Media Studies, Music, Outdoor Studies, Sports Coaching and Visual Communication Design. Elective subjects are semester-based units and students will take two elective subjects per semester.

Students who wish to continue studying French in Year 9 should select it from the elective blocks in both semesters, as it is a year-long subject. Year 9 ACE students are required to continue studying French in the elective program as this is a compulsory element of their course.

## YEAR 7



*"In Digital Technologies, I improved my use of a range of digital programs." – Amelia Gallienne*  
*"I enjoyed learning how to create digital content using Photoshop."*  
*– Louis Vo*



In Digital Technologies, students engage with the ever-evolving world of technology and digital information systems. They learn the significance of data, and how to store, process and present it. They will be introduced to coding through a series of interactive activities and develop their understanding of the function and uses of algorithms.

During the course students will use a variety of software and develop their understanding of how to safely use essential technologies including digital security, file organisation and safe online practices.

#### **KEY KNOWLEDGE:**

In Digital Technologies, students learn about:

- Organising digital information in a safe and logical way
- Collecting, processing and organising data
- The function of algorithms, both in real life and digitally
- The basics of HTML and CSS coding.

#### **KEY SKILLS:**

- Using digital systems
- Safe practices when using technology, including online
- Applying algorithms to problem solving
- HTML and CSS Coding.

#### **ASSESSMENT TASKS:**

- Planning documents
- Practical Tasks
- Examination.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information regarding Digital Technologies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 7

### English (7ENG)



*"I enjoy English as it enhances my knowledge of literature and provides me with the skills to strengthen my ability to communicate effectively." – Riannah Simos*

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students' reflective and critical analysis skills. The study of language includes the competent use of language and the development of students' knowledge and power to evoke feelings, convey ideas, inform, discuss, persuade, entertain and argue in different forms.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

In Year 7, students will study two class texts, one of which must be purchased prior to the commencement of the school year. They will also be required to read and analyse a text of their own choice. Two texts will be paired to provide a basis for comparative analysis, and the other one will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year. Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units but will be assessed on the EAL pathway rather than according to Victorian Curriculum standards.

#### KEY KNOWLEDGE:

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing.

#### KEY SKILLS:

- 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 feelings, 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.

#### ASSESSMENT TASKS:

- Responding to texts
- Written tasks
- Oral communication
- Examination.

**COURSE FEE:** \$20

**STAFF CONTACT:** For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Studies.

## YEAR 7

### Food Studies (7FST)



*“Cooking and learning about food are important so you know what is healthy or unhealthy for you. It also helps prepare us for the future, learning how to cook at a younger age so we know how to cook simple meals and follow a recipe when we’re older.” – Grace Lee*

In this unit students learn the basics of cooking. They learn skills to produce food safely, nutritiously and collaboratively, using domestic kitchen tools and equipment. A key area of study in the curriculum encourages students to engage with current Australian food guides and models to make informed judgments and decisions about food selections. Specifically, students employ the food guides and models to research, evaluate and improve their own food choices. In both areas of study students apply their learning to demonstrate their understanding of the design cycle - investigate, design, produce and evaluate - through the completion of assessment tasks that incorporate both theoretical and practical components of the key areas of study.

#### KEY KNOWLEDGE:

- Safety, hygiene and equipment in a kitchen
- Cooking methods
- Food models and guides
- Design cycle process.

#### KEY SKILLS:

- Progression of production skills
- Create designed solutions suitable for a range of contexts by selecting and implementing a range of materials, systems, components, tools and equipment
- Transfer the theoretical understanding to the practical application
- Design cycle skills: Investigating, Generating, Producing, Evaluating, Planning and Management.

#### ASSESSMENT TASKS:

- Practical tasks
- Class work
- Examination.

**COURSE FEE:** \$150

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 7

### French (7FRE)



*"I like French because it's fun learning another language. It gives you different experiences and a new language and culture to learn about." – Rylee Cherry*

Students develop an understanding of the role of language and culture in communication when learning a foreign language such as French. Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In our world, people are required to negotiate experiences and meanings across languages and cultures. The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate effectively in written and spoken French. The focus is on both language and culture. French is closely related to English, sharing the root language of Latin and bearing many linguistic similarities to modern day English.

The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world and to understand more about themselves in the process.

French language will be brought to life through the exploration and appreciation of the culture of France and Franco-countries of the world. Students may have the opportunity to travel to French speaking countries such as New Caledonia or participate in exchange programs.

In Year 7, students will use a prescribed text and workbook which must be purchased prior to the commencement of the school year. The details of these texts are published in the booklist which is available in Term 4 each year.

#### KEY KNOWLEDGE:

In French, students will use language for communicating in, interpreting, creating and exchanging meaning on topics including:

- Greetings and introductions
- Personal profiles
- Nationalities
- Numbers 1-60
- Identifying and describing people
- Talking about their families.

#### KEY SKILLS:

- Listen to, read, view, speak and write in French with accuracy and purpose
- Appreciate, enjoy and use the French language to convey information and facilitate interaction with others
- Conjugation of verbs, particularly high frequency verbs such as avoir and être
- Learn and use frequently used adjectives in French
- Competently use new vocabulary and grammatical structures in French.

#### ASSESSMENT TASKS:

- Listening / Speaking Activities
- Reading Activities
- Written Tasks
- Examination.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Studies.



## YEAR 7

### Health and Physical Education (7HPE)



*"I really enjoy Health and Physical Education because we do lots of fun activities. I also like it because I get to challenge myself, while having fun with my friends."*

*– Melody Kim*

Health and Physical Education aims to support students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

Year 7 Health allows students to develop resilience and establish and maintain respectful relationships and inclusivity. Students will examine the impact of transition and change on identities and learn how to evaluate strategies to manage these changes. Students investigate risk-taking behaviours such as drug use and analyse safe online practices.

Physical Education practical classes allow students to develop control and accuracy when performing specialised movement skills. They will apply movement concepts and strategies to suit different situations. Students will investigate the cultural and historical significance of a range of different physical activities and participate in a range of sports such as Minor Games, Orienteering, Gymnastics and Circus Skills, Downball, Striking/Fielding Games and Swimming.

#### KEY KNOWLEDGE:

- Health benefits of Physical Activity
- Physical and emotional changes during puberty
- Respectful Relationships
- Risk Taking Behaviours and Cyber Safety
- Movement concepts and strategies
- Minimal Impact Principles.

#### KEY SKILLS:

- Investigate the impact of transition and change on identities and evaluate strategies to manage these changes
- Access information to take positive action to protect their own and others' health, wellbeing, safety, and participation in physical activity across their lifespan
- Identify and use personal, behavioural, social, and cognitive skills and strategies to promote a sense of personal identity and wellbeing
- Acquire movement skills, concepts, and strategies to respond confidently in a variety of physical activity contexts and settings
- Participate in and investigate Indigenous Games
- Engage in and enjoy regular movement-based learning experiences.

#### ASSESSMENT TASKS:

- Practical tasks
- Written Tasks
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Studies.

## YEAR 7

### Humanities (7HUM)



*"I love that in Humanities you cover so many different things about different countries, from Ancient China to Ancient Egypt and so many more. You get to do so many different interesting projects." – Aubrey Parry*

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. In Humanities, students will investigate studies across all four disciplines of History, Geography, Civics and Citizenship as well as Economics and Business.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

### History

#### KEY KNOWLEDGE:

- Aboriginal and Torres Strait and Islander Peoples and Cultures
- Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) – Egypt.

#### KEY SKILLS:

- Sequence significant events in chronological order to analyse their causes and effects and identify continuities and changes
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past
- Analyse the causes and effects of significant events that caused change and/or a decline over the period
- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that lead to progress.

### Geography

#### KEY KNOWLEDGE:

- Water in the World
- Place and Liveability.

#### KEY SKILLS:

- Collect and record relevant geographical data from primary and secondary sources
- Represent data and information in various forms and with appropriate conventions including maps and graphs
- Analyse data, explain distribution patterns, and explain processes that influence characteristics of places and human impacts upon and responses to natural phenomena.

## **Civics and Citizenship**

### **KEY KNOWLEDGE:**

- Citizenship, Diversity and Identity

### **KEY SKILLS:**

- Analyse the ways that students can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities

### **ASSESSMENT TASKS:**

- Research report
- Written tasks
- Topic tests
- Examination

**COURSE FEE:** \$20

**STAFF CONTACT:** For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Studies.

## YEAR 7

### Mathematics (7MAT)



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*"I have learnt a lot of different topics, including how to add and subtract fractions. I enjoyed Maths lessons, especially when the teacher explained the content through a class activity or an inquiry. I liked the activity where we gathered the class reaction times and put them into a table." – Abi Baker*

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Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels, they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students' prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for Middle mathematical studies. The course content is presented so that there is a balanced and progressive development of skills and knowledge throughout the year. Students are expected to solve problems with and without the use of technology.

#### KEY KNOWLEDGE:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

#### KEY SKILLS:

- Solve problems involving positive and negative numbers
- Solve problems involving the four operations with whole numbers, fractions and decimals
- Use variables in simple algebraic equations
- Identify and locate points on the Cartesian plane
- Use formula to find the area and perimeter of simple 2D shapes
- Investigate the relationship between parallel lines and transversals
- Understand issues involved in the collection of data
- Calculate the mean, median, mode and range of a data set
- Define sample spaces and calculate probabilities of simple chance events

- Design and implement algorithms using a simple programming language.

#### **ASSESSMENT TASKS:**

- Coursework
- Topic tests
- Investigations
- Examination.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Studies.

## **YEAR 7** **Music (7MUS)**



*“In Year 7 Music we have covered a lot of theory and learnt about the different periods of music. I enjoy learning about the different styles of music and how they were formed. It also gave me the opportunity to make new friends.” – Grace Lee*

In Music, students will become familiar with the elements of music such as rhythm, pitch, dynamics, expression, timbre and texture, and study orchestral instruments. They will cover the four key areas: exploring, creating, performing and responding to music. Students will engage in music performance through singing, playing instruments and creating music in a range of styles. They will develop their technical ability, expression and performance skills. Students will develop their music literacy through traditional and non-traditional notation and explore the ways technology can be used. Students will also explore the social, cultural and historical influences of music.

#### **KEY KNOWLEDGE:**

In Music, students explore and investigate

- Elements of music
- Solo and ensemble work
- Musical notation
- Guitar, keyboard and voice
- Composition, improvisation and aural works using technology
- Indigenous music
- The orchestra.

#### **KEY SKILLS:**

- Listen to, use and manipulate elements of music when creating music
- Practise technical and performance skills
- Interpret, rehearse and perform vocal and instrumental parts in unison and harmony
- Develop music notation and terminology
- Develop listening appreciation skills used to communicate musical ideas.

#### **ASSESSMENT TASKS:**

- Performances
- Analytical and written work
- Research task
- Examination.

**COURSE FEE:** \$50



**STAFF CONTACT:** For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Studies.

## YEAR 7

### Science (7SCI)



*"I like Science because you are given an opportunity to think about how to solve problems in ways you wouldn't get to in other careers. It is fun because we exercise our brains with different tasks that require thought to solve." – Thomas Duckworth*

The Science classroom extends and explores student ideas, so they are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

#### KEY KNOWLEDGE:

- Classification systems help organise diversity within and between groups of organisms
- Food chains and food webs are used to describe interactions between organisms, and human activity can affect ecosystems
- The particle model explains properties of states of matter
- Mixtures contain a combination of pure substances that can be separated using a range of techniques
- The relative positions of the Earth, Sun and Moon cause predictable phenomena on Earth
- Some of Earth's resources are renewable, but others are non-renewable
- Unbalanced forces cause changes to an object's motion and Earth's gravity pulls objects towards the centre of the Earth
- Water is an important resource that cycles through the environment
- Scientific knowledge changes as new evidence becomes available and can develop through collaboration and connecting ideas across the disciplines of science
- Science and technology help find solutions to contemporary issues and these solutions may impact society.

#### KEY SKILLS:

- Questioning and predicting: Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge
- Planning and conducting: Collaboratively and independently plan and conduct investigations safely and ethically; accurately measure and control variables in fair tests
- Recording and processing: Construct a range of representations to record and summarise data from investigations and secondary sources, and to represent and analyse patterns and relationships
- Analysing and evaluating: Use scientific knowledge and findings to identify relationships, evaluate claims and draw conclusions; reflect on scientific methods, evaluate the quality of data and suggest improvements
- Communicating: Communicate ideas using appropriate scientific language and representations.

#### ASSESSMENT TASKS:

- Investigations
- Tests
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Studies.

## YEAR 7

### Art (7VAR)



*“Visual Arts has helped me to settle in at Ashwood High School because I can go to a different world and explore different places through my imagination.”*

*– Maya Tyrrell*

In Art students will learn about how and why artists create artworks, and they will consider them from the viewpoint of the artist and the viewer. They will create their own artworks and develop their skills through the exploration of different materials, techniques and art forms such as drawing, painting and mixed media. They will consider the world we live in and discover new ways to communicate and represent their experiences, ideas and imagination.

#### KEY KNOWLEDGE:

- How artists explore and express ideas
- Art processes
- Different ways to apply materials and techniques
- Strategies to solve problems to refine their ideas and techniques
- How cultural contexts affect artworks and responses to them.

#### KEY SKILLS:

- Identify, analyse and evaluate the use of materials, techniques and processes
- Explore and express ideas
- Learn how to use a range of materials and various techniques, such as drawing or painting
- Analyse artwork using visual and creative thinking.

#### ASSESSMENT TASKS:

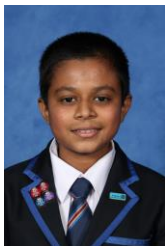
- Practical Tasks
- Analysis
- Examination.

**COURSE FEE:** \$40

**STAFF CONTACT:** For further information regarding Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 8

### Design Technologies (8DES)



*“This semester I learnt how to design my own personal logo and make a mock-up of jewellery using air-dry clay. The learning experience this semester was amazing. Design Technology is my favourite subject this year.” – Yunal Lutfi*

The Design Technologies course gives students practical experience designing and constructing using machinery, as well as covering basic safety requirements. As they create and produce 3D prototypes using models and 3D printing, students will be exposed to the design process and design thinking. Students will be tested on basic machinery use and will obtain certificates of success.

In Design Technologies: Workshop, students work on solving problems using the basic principles of design with an emphasis on creative thinking in the creation of design solutions. They are introduced to new techniques and safety procedures to cut, shape and join materials. Students will experience a variety of production methods such as Computer Aided Design, 3D printing, and model making.

In Visual Communication Design, students design and present visual information of products using sketches, concept and working drawings, and digital imagery. Students will experience Adobe Illustrator and learn how to draw on the computer. This unit also introduces students to illustration, technical drawing, freehand drawing and modelling. Students will develop the ability to explore ideas and solve problems creatively and imaginatively.

#### KEY KNOWLEDGE:

In the Design Technologies Workshop strand, students learn about:

- Sustainable, economic and ethical design considerations in meeting community needs
- A range of different materials and production techniques
- How designed solutions have changed over time including development in materials, tools and equipment
- Project management processes and coordination
- Knowledge of materials and their properties.

In the Visual Communication Design strand, students learn about:

- Design Process and Design Thinking
- Design Elements and Principles
- Technical drawing and Computer Illustration.

#### KEY SKILLS:

- Investigate opportunities for design
- Develop and use production processes, equipment and technologies to create media products
- Evaluate how they and others use conventions of genre and production elements in different media forms to make meaning for audiences
- Test, select, justify and use appropriate technologies and processes to make designed solutions
- Project management processes and coordination
- Independently and safely produce effective designed solutions using a range of materials and tools.

#### ASSESSMENT TASKS:

- Practical Tasks
- Workbook Folio

- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Design Technologies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 8

### Drama (8DRA)



*"From group role plays to advertising scripts and drama theory, I am constantly exploring new and fun ways to push myself. Drama helps me become more confident across all subjects by presenting myself in the best way possible through movement, gestures and voice. It is also a great class for learning and fine-tuning teamwork." – Max Thompson*

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Performing Arts, they make and respond, and learn to appreciate the specific ways this occurs in the disciplines of Drama.

In Drama, 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. Students learn to think, move, speak and perform with confidence. In making and staging theatre, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for presentations.

#### KEY KNOWLEDGE:

- How to use and manipulate their body to effectively communicate messages and emotions
- How to use and manipulate their voice
- How to use and manipulate status, character and mood when presenting performances
- How to utilise the stage effectively for specific purposes
- The importance of analysing, evaluating and exploring styles from different times and places.

#### KEY SKILLS:

- Body awareness and expressive skills to communicate through performance confidently, creatively and intelligently
- Choreographic and performance skills and evaluation of their own and others' performances
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity and innovation through group and solo performances
- Knowledge and understanding in controlling, applying, analysing and evaluating the elements, skills, processes, forms, styles and techniques of performing arts to engage audiences and create meaning
- Developing innovation and sense of curiosity and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance and drama by making and responding as active participants and informed audiences.

#### ASSESSMENT TASKS

- Performances
- Analytical and Evaluative Oral and Written work
- Research tasks
- Examination.

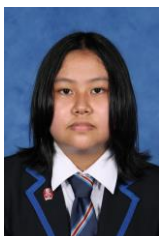
**COURSE FEE:** \$20



**STAFF CONTACT:** For further information regarding Drama at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 8

### English (8ENG)



*"In English we have learnt persuasive techniques, how to write good paragraphs, and how to embed quotes. I look forward to reading and studying more novels in English like we did last term." – Julia Tran*

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts and developing students' reflective and critical analysis skills. The study of language includes the competent use of language and the development of students' knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings and form, convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently. In Year 8, students will study three texts, two of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other one will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL pathway rather than according to Victorian Curriculum standards.

#### KEY KNOWLEDGE:

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing.

#### KEY SKILLS:

- 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 feelings, 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.

#### ASSESSMENT TASKS:

- Responding to texts
- Written tasks

- Oral communication
- Examination.

**COURSE FEE:** \$20

**STAFF CONTACT:** For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Studies.

## YEAR 8 Food Studies (8FST)



*“Food Studies this semester has been great as we have learnt about important topics like Livestock and Game Meat. We also made unique and delicious dishes.”*  
– Kirsten Leow

In this unit, students learn the basics of cooking. They learn skills to produce food safely, nutritiously and collaboratively, using domestic kitchen tools and equipment. Students focus on the origins of the major food groups and how they are harvested, processed and prepared as part of an everyday diet. Students learn and apply a range of cooking skills to produce a variety of food products that demonstrate farm to fork principles, including sustainable and ethical practices. Students explore food nutrition, sensory evaluation, and health related diseases associated with food choices. In this area of study students apply their learning to demonstrate their understanding of the design cycle - investigate, design, produce and evaluate - through the completion of assessment tasks that incorporate both theoretical and practical components of the key areas of study.

### KEY KNOWLEDGE:

In Food Studies students will learn about:

- Safety, hygiene and equipment in a kitchen
- Cooking methods
- Sustainable and ethical considerations
- Functional properties
- Dietary guidelines and nutrition
- Design cycle process.

### KEY SKILLS:

- Progression of production skills
- Transfer of the theoretical understanding to the practical application
- Creation of designed solutions suitable for a range of contexts by selecting and implementing a range of materials, systems, components, tools and equipment
- Design cycle skills: Investigating, Generating, Producing, Evaluating, Planning and Management.

### ASSESSMENT TASKS:

- Practical tasks
- Class work
- Examination.

**COURSE FEE:** \$150

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 8

### French (8FRE)



*"It has been wonderful learning French this semester. I love how we don't just learn the language, but we also get to learn about French culture."*

*– Ava Lillywhite*

French explores our place in the world and helps to break down the barriers of misunderstanding whilst fostering an appreciation for the diversity of other societies. The acquisition of an additional language provides students with greater opportunities for employment with global organisations and the confidence to travel and explore the world.

Research shows that many skills are acquired through the study of an additional language including the development of social skills, gaining confidence in using unfamiliar words, understanding how language works and developing the ability to problem solve. Until recently French was the international language of the world, the language of science and literature, and even now, the Olympic Games are still conducted in both languages. Much of modern-day English has its origins in the French language and you will recognise words like menu, chef, Grand Prix, and tennis. Studies in French will complement and enhance a student's understanding of how the English language works and provide a platform from which to access other languages.

In French, students will focus on developing the communication skills required for everyday conversations and situations. The areas of speaking, reading, listening and writing in French are all-important for effective communication and understanding. French language will be brought to life through the exploration and appreciation of the culture of France and the many other French-speaking countries of the world. Students may have the opportunity to travel to French-speaking countries such as France and New Caledonia and to participate in exchange programs. In Year 8, students will use a prescribed text and workbook which must be purchased prior to the commencement of the school year. The details of these texts are published in the booklist which is available in Term 4 each year.

#### KEY KNOWLEDGE:

In French, students will use language for communicating, interpreting, creating and exchanging meaning on topics including:

- Family
- Likes and dislikes
- Pets and animals
- School and school subjects
- Daily routines, including school routine.

#### KEY SKILLS:

- Learn to listen to, read, view, speak and write in French with accuracy and purpose
- Appreciate, enjoy and use the French language to convey information and facilitate interaction with others
- Learn conjugation of verbs, including reflexive verbs and high frequency verbs such as *Faire* and *Aller*
- Competently acquire and use new vocabulary and grammatical structures in French.

#### ASSESSMENT TASKS:

- Listening / Speaking Activities
- Reading Activities
- Written Tasks

- Examination.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Studies.

## YEAR 8

### Health and Physical Education (8HPE)



*“We have learnt about warm-ups and cool downs. Classes are fun and inclusive. We have also focused on dance, having a specialist teacher teach us about Hip Hop, Indigenous Dance and cultural dances.” – Hayley Brinkworth*

Health and Physical Education aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

Year 8 Health focuses on the whole person. We help develop resilience skills and establish and maintain respectful relationships and inclusivity through developing strategies and resources to manage changes and transitions. Students analyse factors that influence emotional responses and gather and analyse health information. There will be specific focus on mental health and wellbeing, and body image.

Physical Education practical classes will allow students to practise and apply personal and social skills when undertaking a range of roles in physical activities. The concept of fair play, safety and inclusive participation is explored. Skills are developed through participation in a range of sports such as Dance, Fitness, Net/Wall Sports, and Swimming.

#### KEY KNOWLEDGE:

- Dimensions of Health and Wellbeing
- Impacts of Mental Health
- Body Image and the Media
- Fitness Components, Training methods and Principles
- Movement concepts and strategies
- Becoming a competent, literate, and enthusiastic participant.

#### KEY SKILLS:

- Access and evaluate information to take positive action to protect their own and others' health, wellbeing and safety and participate in physical activity across their lifespan
- Develop and use personal, behavioural, social, and cognitive skills and strategies to promote a sense of personal identity and wellbeing
- Acquire and apply movement skills, concepts, and strategies to respond confidently in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences.

#### ASSESSMENT TASKS:

- Practical tasks
- Written tasks
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Studies.



## YEAR 8

### Humanities (8HUM)



*“This year in Humanities we have been learning about the Middle Ages and the Polynesian expansion. It has been a lot of fun and we have learnt a lot. I am looking forward to learning more in Humanities next year.” – Talia Isik*

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. Students will investigate studies across all four disciplines of History, Geography, Civics and Citizenship and Economics and Business.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and continue to shape, different societies and cultures; to appreciate the common humanity shared across time and distance; and to evaluate the ways in which humans have faced and continue to face different challenges.

#### History

##### KEY KNOWLEDGE:

- European and the Mediterranean World – Medieval Europe
- The Asia-Pacific World - The Polynesian expansion across the Pacific (c700-1756)
- Expanding Contacts: Discovery and Exploration - The Spanish Conquest of the Americas (c1492-1572).

##### KEY SKILLS:

- Explain different historical interpretations and contested debates about the past
- Describe and explain the broad patterns of change over the period from the ancient to the modern world
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past
- Analyse the causes and effects of significant events that resulted in change and/or a decline over the period
- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that lead to progress.

#### Geography

##### KEY KNOWLEDGE:

- Landforms and Landscapes
- Changing Nations.

##### KEY SKILLS:

- Collect and record relevant geographical data from primary and secondary sources
- Represent data and information in various forms and with appropriate conventions including: maps and graphs
- Analyse data, explain distribution patterns, processes that influence characteristics of places and human impacts upon and responses to natural phenomena.

## **Civics and Citizenship**

### **KEY KNOWLEDGE:**

- Government and Democracy
- Laws and Citizens
- Citizenship, Diversity and Identity.

### **KEY SKILLS:**

- Evaluate a range of factors that sustain democracies
- Understand the ways that they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
- Compare and evaluate the key features and values of systems of government
- Explain key principles of Australia's system of justice and analyse the role of Australia's court system.

## **Economics and Business**

### **KEY KNOWLEDGE:**

- Resources Allocation and Making Choices
- Enterprising Behaviours and Capabilities
- Economic and Business Reasoning and Interpretation.

### **KEY SKILLS:**

- Analyse various consumer and enterprising behaviours which impact on individual consumers, businesses and governments
- Examine relationships and trends and generate a range of alternatives for an economic or business issue or event and evaluate the potential costs and benefits of each alternative.

### **ASSESSMENT TASKS:**

- Research report
- Written tasks
- Topic tests
- Examination.

**COURSE FEE:** \$20

**STAFF CONTACT:** For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Studies.

## YEAR 8

### Mathematics (8MAT)



*“What I like about Maths is that there are many different interesting topics to learn about. There were some things I didn’t think I could do until I had a go. I also like that there are many ways to solve a problem using different formulas and strategies.” – Hans Toolsie*

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels, they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students’ prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for Middle Mathematical studies.

#### KEY KNOWLEDGE:

- Using mental and written strategies to estimate and carry out operations with integers and apply the index laws
- Identify and describe rational and irrational numbers
- Estimate and solve everyday problems involving profit and loss, ratios and percentages
- Simplify algebraic expressions and expand and factorise linear expressions
- Solve linear equations and graph linear relationships
- Convert between units of measurement
- Find the perimeter and area of parallelograms, rhombuses and kites, circumference and area of circles
- Calculate time involving time zones, timetables and 24hr conversions
- Explain issues related to the collection of sample data and discuss the effects of outliers on the mean and median
- Model situations with Venn diagrams and two-way tables
- Use appropriate language to describe events and experiments
- Determine complementary events and calculate the sum of probabilities.

#### KEY SKILLS:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Detect algorithmic errors using testing procedures and related analysis
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

#### ASSESSMENT TASKS:

- Coursework
- Topic tests
- Examinations.

**COURSE FEE:** \$30

**STAFF CONTACT:** For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Studies.

## YEAR 8



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*"This semester in Year 8 Music we have discovered a range of new things including the history of Rock and the Blues, Broadway musicals and song remixes. Music is always enjoyable, filled with many exciting new discoveries and it is especially nice that we get to collaborate and socialise with peers." – Olivia Schwatschko*

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In studying Music, students will cover four key areas which include exploring, creating, performing and responding to music. Students will continue to develop their understanding and use of the elements of music such as rhythm, pitch, dynamics, expression, timbre and texture. Students engage in performing music through singing, playing and creating music in a range of styles. They will develop their technical ability, expression and performance skills. Students will develop their music literacy through traditional and non-traditional notation and explore the ways technology can be used. Students will explore social, cultural and historical influences.

#### **KEY KNOWLEDGE:**

- Elements of music, for example the Blues structure
- Solo and ensemble work
- Musical notation
- Guitar, keyboard, voice – popular chord progressions
- Composition, improvisation and aural works using technology
- World music and Blues music.

#### **KEY SKILLS:**

- Learn to listen to, use and manipulate elements of music when creating music
- Develop technical performance skills
- Explore specific performance skills
- Interpret, rehearse and perform vocal and instrumental parts in unison and harmony
- Identify and use music notation and terminology
- Develop listening appreciation skills used to communicate musical ideas.

#### **ASSESSMENT TASKS:**

- Performances
- Analytical and written work
- Research task
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Studies.

## YEAR 8

### Science (8SCI)



*“Science is an amazing subject. It gives us great opportunities to learn about the world around us and about ourselves.” – Christine Ingleby*

Students enter the classroom with a range of ideas and conceptions about the physical and natural world. The science classroom extends and explores these ideas so that students are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

#### KEY KNOWLEDGE:

- Cells are the basic units of life and have specialised structures and functions
- Systems in multicellular organisms enable organisms to survive and reproduce
- The particle model explains physical change and the differences between elements, compounds and mixtures
- Chemical change involves substances reacting to form new substances
- Rocks contain minerals and are formed by geological processes
- Energy appears in different forms and devices can change energy from one form to another
- The wave model explains light and sound
- Scientific knowledge changes as new evidence becomes available and can develop through collaboration and connecting ideas across the disciplines of science
- Science and technology help find solutions to contemporary issues and these solutions may impact society.

#### KEY SKILLS:

- Questioning and predicting: Identify scientific questions and make predictions based on scientific knowledge
- Planning and conducting: Plan and conduct investigations safely and ethically; accurately measure and control variables in fair tests
- Recording and processing: Construct representations to summarise, represent and analyse data
- Analysing and evaluating: Use scientific knowledge and findings to evaluate claims; evaluate the quality of data and suggest improvements
- Communicating: Communicate ideas using appropriate scientific language and representations.

#### ASSESSMENT TASKS:

- Investigations
- Tests
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Studies.

## YEAR 9

### English (9ENG)



*"I like English because it improves my language skills and ability to communicate with others in a more professional way." – Eirini Vilianioti*

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding, and interpreting texts, and developing students' reflective and critical analysis skills. The study of language includes the competent use of language and the development of students' knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings and form, convey ideas, inform, discuss, persuade, entertain and argue. All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

In Year 9, students will study four texts, three of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other two will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL pathway rather than according to Victorian Curriculum standards.

#### KEY KNOWLEDGE:

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts, personal writing.

#### KEY SKILLS:

- 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 and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, 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.

#### ASSESSMENT TASKS:

- Responding to texts
- Written tasks
- Oral communication
- Examination.

**COURSE FEE:** \$35

**STAFF CONTACT:** For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Health and Physical Education (9HPE)



*“During this semester we have been learning about safe partying, invasion games and the muscular and skeletal system. We have also learnt how to play Quidditch. We were able to work with our classmates at our own pace to develop the skills and knowledge needed to participate.” – Olivia Day*

Health and Physical Education aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices, both now and into their future. At Ashwood High School we acknowledge the importance of the whole person and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

Students will participate in topic-based workshops relating to units such as Harm Minimisation approach to alcohol use and Respectful Relationships. Students will develop their confidence as individuals as well as improving their ability to work in teams and develop their leadership skills. Students will analyse the impacts of attitudes and beliefs about diversity on community connection and wellbeing.

Physically, students will perform and refine their motor skills in a range of challenging movement situations and apply peer feedback to enhance their own and others' performance. They will have the opportunity to investigate how the role of physical activity and outdoor recreation have changed over time and partake in a series of Self Defence lessons. Students begin to develop the skills required for further studies in Physical Education through the participation in laboratory activities during our Skill Acquisition unit. Practical units covered include Invasion Games, Quidditch and Spikeball.

#### KEY KNOWLEDGE:

- Harm minimisation
- Respectful Relationships
- Physical activity and the community
- Invasion Games
- Skill acquisition
- Body systems.

#### KEY SKILLS:

- Access, evaluate and synthesise information to take positive action to protect, and enhance their own and others' health, wellbeing, safety, and physical activity participation across their lifespan
- Develop and use personal, behavioural, social, and cognitive skills and strategies to promote a sense of personal identity and wellbeing to build and manage respectful relationships
- Acquire, apply, and evaluate movement skills, concepts, and strategies to respond confidently and competently in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

#### ASSESSMENT TASKS:

- Invasion Games Unit
- Harm Minimisation Task
- Skill Acquisition Laboratory Reports
- Spikeball Unit
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Studies.





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*“Year 9 Humanities challenges your understanding about the world.”*

*– Ella Selby*

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The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. Students will investigate topics across all four disciplines of History, Geography, Civics and Citizenship and Economics and Business.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. The curriculum engages students in the world around them. They learn to explore, take responsibility, and use their initiative. Research and applied learning beyond the school involves the City Experience. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens. This part of the curriculum is based around Inquiry Based Learning and students will undergo learning inside and outside the classroom, which will challenge them to think beyond the four walls of their school and homes.

Students will undertake a range of different project-based units that are largely self-guided and designed for them to better understand their place in the world. Assessment for this subject will also assess students against the standards of:

- Personal and Social Capabilities
- Critical and Creative Thinking
- Ethical Capabilities.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

### **History:**

#### **KEY KNOWLEDGE:**

- Industrial Revolution
- World War One
- Introduction to World War Two and The Holocaust.

#### **KEY SKILLS:**

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1750- 1939
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates.

## **Geography:**

### **KEY KNOWLEDGE:**

- Biomes (Environmental Communities) and food security
- Geographies of Interconnection.
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### **KEY SKILLS:**

- Identify and analyse significant spatial distributions and evaluate their implications
- Collect and record relevant geographical data from primary and secondary sources
- Represent data and information in various forms and with appropriate conventions including maps and graphs
- Analyse data, explain distribution patterns, processes that influence characteristics of places and human impacts upon and responses to natural phenomena.

## **Civics and Citizenship:**

### **KEY KNOWLEDGE:**

- The role of political parties and independent representatives in Australia's system of government, including the formation of governments
- How citizens' political choices are shaped, including the influence of the media
- The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

### **KEY SKILLS:**

- Evaluate a range of factors that sustain democracies
- Analyse the ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
- Compare and evaluate the key features and values of systems of government.

## **Economics and Business:**

### **KEY KNOWLEDGE:**

- Consumer and financial literacy

### **KEY SKILLS:**

- Explain economic performance indicators and examine how Australia's economy is performing
- Discuss the variations that exist between economies and the way in which globalisation is affecting the Australian and global workforce.

### **ASSESSMENT TASKS:**

- Research report
- Written tasks
- Topic tests
- Examination.

**COURSE FEE:** \$40

**STAFF CONTACT:** For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Studies.



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*"Maths is one of those subjects that is enjoyable yet challenging at the same time. We have learnt about algebra, fractions, decimals, percentages, and much more. Maths is a subject that can be used in almost any job which makes it one of the most important skills to have."* – Taj Edwards

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Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels, they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students' prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for Middle Mathematical studies.

#### **KEY KNOWLEDGE:**

- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of three-dimensional objects. Explain similarity of triangles and apply Pythagoras' theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles
- Use index laws to solve problems involving very small and very large numbers, and express numbers in scientific notation. Simplify a range of algebraic expressions. Find the distance between two points on the Cartesian plane and the gradient, equation and midpoint of a line segment
- Compare techniques for collecting data and identify questions and issues involving different data types. Construct histograms and back-to-back stem-and-leaf plots. Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. Calculate relative frequencies to estimate probabilities. List outcomes for experiments and assign probabilities for those outcomes and related events.

#### **KEY SKILLS:**

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

#### **ASSESSMENT TASKS:**

- Coursework
- Topic tests
- Examinations.

**COURSE FEE:** \$40

**STAFF CONTACT:** For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Studies.



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*“Science is a useful prerequisite for jobs and practices that help better the world and uncover the truth.” – Dixie Phillips*

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Students enter the classroom with a range of ideas and conceptions about the physical and natural world. The Science classroom extends and explores these ideas so that students are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

#### **KEY KNOWLEDGE:**

- Multicellular organisms rely on systems to respond to change and in animals the nervous system coordinates responses
- Matter and energy flow through ecosystems
- Atoms contain protons, neutrons and electrons and natural radioactivity arises from the decay of nuclei
- Chemical reactions involve rearranging atoms to form new substances
- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Electric circuits are designed for diverse purposes using different components
- The interaction of magnets can be explained by a field model
- Scientific understanding is refined over time through a process of review by the scientific community
- Advances in scientific understanding and developments in technology are linked
- The values and needs of contemporary society can influence the focus of scientific research.

#### **KEY SKILLS:**

- Questioning and predicting: Formulate scientific questions and hypotheses and identify independent, dependent and controlled variables
- Planning and conducting: Independently plan and conduct safe and ethical investigations to collect data with accuracy, precision and reliability
- Recording and processing: Construct and use a range of representations to summarise and represent qualitative and quantitative relationships, and distinguish between discrete and continuous data
- Analysing and evaluating: Analyse patterns and trends in data, identify inconsistencies and draw evidence-based conclusions; use scientific knowledge to evaluate conclusions, critically analyse validity and suggest possible alternative explanations and describe specific improvements
- Communicating: Communicate scientific evidence-based arguments for a particular purpose.

#### **ASSESSMENT TASKS:**

- Investigations
- Tests
- Examination.

**COURSE FEE:** \$60

**STAFF CONTACT:** For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Studies.

## **YEAR 9 ELECTIVES**



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*"You should consider Art as an elective in Year 9 if you love to create, want to experiment with materials you have never seen before, and want to let your brain run wild." – Ella McFarlane*

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In this unit, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. Students explore and reflect on a range of historical and cultural perspectives expressed through the practice of other art makers. They develop and refine their skills through exploration and experimentation in 2D and 3D mediums. They evaluate their own artworks through documentation and annotation. Students develop and extend safe and sustainable visual arts work practices.

**KEY KNOWLEDGE:**

- A range of techniques, processes and mediums used to create artworks
- Artworks from different times, places and cultural contexts
- Different ideas and intentions behind artworks
- Presenting artworks for specific audiences.

**KEY SKILLS:**

- Develop skills working in a range of mediums
- Research and investigate artworks made for different purposes in different cultural settings
- Respond to and interpret art through analysis, interpretation and evaluation of artworks
- Explore and express personal ideas through the design and creation of artworks
- Effective presentation of artworks for a particular audience
- Develop an awareness of safe and sustainable practices in art.

**ASSESSMENT TASKS:**

- Practical Tasks
- Visual diary
- Examination.

**COURSE FEE:** \$70

**STAFF CONTACT:** For further information regarding Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Computing (9COM)



*“Computing this year was fun. We learnt computer hardware and software, Excel calculation and programming, robotics with Lego, and web development and design. I learnt a lot in computing this year and I really enjoyed it.”*

*– Tom Rao*

Computing and computer technology have become integral parts of our lives, used in every industry, every home and used on a daily basis to communicate, navigate and entertain us.

In our digital age, an understanding of how digital solutions are designed and developed, how data is collected, stored and analysed and how technology can be harnessed to solve complex problems will become an increasingly valuable and sought-after skill. In this unit, students investigate digital information systems and explore ways in which they are used in the real world. Students will explore different functions in spreadsheet software using arithmetic formulas and other data analysis devices to solve business application problems such as making informed business decisions.

The Computing curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Through the learning and practice of Interactive Web Design, students will analyse problems, consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing process, and explore the optimisation of user experience.

#### KEY KNOWLEDGE:

- Abstraction to solve problems in a general rather than specific way
- Data collection, storage, representation and interpretation
- Specifications, algorithms, development and testing
- Human interactions with information systems and the impact of these interactions.

#### KEY SKILLS:

- Use of the basic constructs of a programming language such as variables, data structures, IF..THEN..ELSE statements and conditional loops to write modular programs
- Testing the effectiveness of programs by tracing and developing test cases
- Use of digital systems to automate the transformation of data into information and to analyse and present this information to a user
- Collaboratively or individually designing digital solutions to meet a specific need and evaluate alternative designs against user requirements
- Collaboratively managing projects and roles within a development team.

#### ASSESSMENT TASKS:

- Practical design
- Development tasks
- Examination.

**COURSE FEE:** \$35

**STAFF CONTACT:** For further information regarding Computing at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Design Technologies – Digital (9DTD)



*“This semester we learnt many design skills, from drawing on paper to making 3D models to designing and building a tiny house. I finished each job and when the results came out, I felt a sense of accomplishment.” – Yufei Wang*

The Design Technologies - Digital course allows students to act as designers and makers of their own concepts, moving away from traditional workshop into STEM and contemporary design processes.

Concepts will be realised through a range of selected materials which could include one or more of the following:

- Computer Aided Design (Digital)
- 3D-Printing
- Model making materials such as foam-core

Students will be introduced to both the functional and aesthetic uses of digital design, and how technology meets design. Students will use Computed Aided Design programs (CAD) to develop ideas and concepts. Students will work on solving problems using the basic principles of design, with an emphasis on creative thinking and sustainability. Drawing skills both in digital and hand generated formats are also developed to increase design communication and presentation skills.

#### KEY KNOWLEDGE:

- How designers use design thinking to create solutions
- Sustainable, economic and ethical design considerations in meeting community needs
- A range of different materials and production techniques
- How developments in materials tools and equipment influence designers
- Computer Aided Design (CAD) and 3D Printing.

#### KEY SKILLS:

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Use project management processes to coordinate production of designed solutions
- Use design thinking to develop, modify and communicate sophisticated design ideas
- Develop technical skills with an increasingly sophisticated range of tools and materials
- Investigate and make judgements on how to use materials to create products.

#### ASSESSMENT TASKS:

- Practical Tasks
- Workbook Folio
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Design Technologies – Digital at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.



## YEAR 9

### Digital Animation Design (9DAD)



*"I have loved learning about digital animation this semester. We learnt about the 12 principles of animation and what goes into making some of our favourite films. We were lucky enough to see some amazing work from animators all around the world and we even got the opportunity to make our own short animation." – Madeleine Schaxmann*

In this subject, students analyse and evaluate how animators communicate ideas and convey meaning in digital design works. They learn about the influences of other animators and creators and analyse connections between techniques, processes and visual conventions to assist the development of students' own animation practice.

Students create their own digital animation and designs as final concepts, using a folio to document their planning process and design skills. Students annotate a range of ideas and research to analyse and evaluate their development of skills.

#### KEY KNOWLEDGE:

- A range of techniques, processes and mediums used to create digital animation and design works
- Different ideas and intentions behind design and animation
- Presenting and creating animation and design for specific audiences
- Using design thinking and processes
- The Design Elements and Principles
- Using narrative to convey ideas.

#### KEY SKILLS:

- Develop skills in design and animation
- Research and investigate animation
- Respond to and interpret design and animation through analysis, interpretation and evaluation
- Explore and express personal ideas through the design and creation of animations and designs.

#### ASSESSMENT TASKS:

- Digital Folio
- Planning Documentation
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Digital Animation Design at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Drama (9DRA)



*"Year 9 Drama is a fantastic introduction into Drama in the later years. If you enjoy history, this subject explains ancient theatre forms, and if you enjoy writing, there is an increased amount of written reflection and analysis than in earlier drama classes. You develop your acting skills (using stage elements and character), of course, but it is also an opportunity to generally build confidence and expression. I think that, best of all, it is a fun way to get to know students in your year level even better!" - Chai Couzens*

The study of Drama enables students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Drama students continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

In this area of study students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice.

As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors' success in expressing the director's intentions and the use of expressive skills in drama they view and perform and identify characteristics of performance and theatrical styles.

#### KEY KNOWLEDGE:

- Characteristics and features of pre-modern and modern theatre periods
- Theatrical styles
- Use and application of theatrical styles, acting skills and stagecraft to shape performances
- The nature of theatrical and performance analysis
- Theatre terminology and expressions.

#### KEY SKILLS:

- Describe characteristics of diverse theatrical styles
- Demonstrate knowledge of theatrical styles
- Improvise with elements of drama and narrative structure to shape devised and scripted drama
- Research and apply stagecraft other than acting to contribute to devised theatre
- Perform and experiment with playscripts
- Develop and sustain character
- Apply expressive skills through acting
- Analyse a theatrical performance
- Analyse the use of acting in a performance
- Use theatre terminology and expressions appropriately.

#### ASSESSMENT TASKS:

- Individual/group performances and improvisation
- Short answer and/or extended written analysis
- Research reports written and/or oral.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Drama at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Food Studies (9FST)



*"I enjoy Food Studies because we get so many opportunities to participate in hands-on practical activities. These have not only improved my food preparation and cooking skills, but they have also extended my knowledge of food trends and culture from around the world." – Tahia McPherson*

Food Studies is an important part of maintaining a healthy life. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of food in their daily life. They will also increase their awareness of sustainability and the science of food.

Food Studies is an important subject in the development of young people to ensure that they have an accurate knowledge base of the food that is around them, and that they are able to make informed decisions about their food choices.

Food Studies uses the design process to develop creative design solutions to a problem that is presented to the students. Using the Research, Design, Create and Evaluate processes, students find individual solutions that enable them to address the problem. This subject gives students the opportunity to explore both theoretical and practical tasks as they work each week in the kitchen producing recipes that combine theoretical learning with practical tasks.

#### KEY KNOWLEDGE:

- Cooking methods and techniques
- The science of food
- Design processes
- Sustainable foods
- Ethical food choices.

#### KEY SKILLS:

- Investigate, generate and critique designed solutions for sustainable futures
- Create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Learn how to transfer knowledge and skills from theoretical to practical application
- Design skills: Investigating, Generating, Producing, Evaluating, Planning and Managing
- Incorporating ethical foods and food production methods when designing.

#### ASSESSMENT TASKS:

- Practical tasks
- Coursework tasks
- Examination.

**COURSE FEE:** \$180

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### French (9FRE)



*"French allows us to learn about the culture of many different French speaking countries.  
We also learn to know and remember a different language." – Izzy Vulis*

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In an increasingly globalised world, it is important for people to be able to understand and express ideas in global languages such as French; there are over 52 French-speaking countries around the world. Students acquire communication skills in French. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate in and comprehend written and spoken French. Through engaging with a variety of texts and with French speakers, students will be able to understand the relationship between French language and culture and develop their intercultural capabilities. Students will be able to understand themselves as communicators.

By Year 9, students expand their vocabulary and experiment with different modes of communication. Students use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences.

#### KEY KNOWLEDGE:

In Year 9 French, students develop their grammatical and vocabulary competencies through studying a wide range of topics including:

- Fashion and popular culture
- Maps and localities
- Sports and leisure activities
- Future plans
- The home and household items
- Descriptions of people
- Counting knowledge to be able to count to 100.

#### KEY SKILLS:

- Use compound tenses to describe events happening in the near future
- Give instructions using specialised verb tenses
- Give and understand directions
- Conjugate both regular and irregular verbs
- Use demonstrative adjectives to denote nearness
- Describe the physicality and personality of people
- Use object pronouns to increase fluidity and avoid repetition
- Begin to give their opinion using a range of verbs.

#### ASSESSMENT TASKS:

- Reading tasks and Writing tasks
- Listening/Speaking activities
- Examination.

**COURSE FEE:** \$35

**STAFF CONTACT:** For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Studies.

## YEAR 9



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*"In Media we get to create productions about topics we can choose. We have the independence to make scripts and storyboards and learn about set design and lighting. I love that Media is hands on." – Oliver Butler*

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In Media Studies, students will explore the way media texts are constructed by exploring all aspects of the popular music production industry. They will work through the production process from development to production and post-production and then to promotion and distribution of their media product.

Through this process students will work with others to make and record their own music or sample other artists' work as the basis for producing music videos and accompanying marketing material like posters to promote their videos.

The media units studied will prepare students for the myriad challenges in interpreting and creating media products. As constant consumers of media, young people need to develop skills in recognising codes and conventions and the way they shape society's interpretation of events and narratives presented to them in different media forms. Students will deepen their understanding of the complexities of media production in terms of practical production, narrative structures and audience engagement.

#### **KEY KNOWLEDGE:**

- Genre
- Music videos
- Short and long narratives
- Photography
- Sound production.

#### **KEY SKILLS:**

- Develop production processes, equipment and technologies to collaboratively and individually create media products that meet and challenge audience expectations of genre and media form
- Evaluate how they and others use production and story elements in different media forms to make meaning for audiences
- Use and consider intent, structure, setting, characters and genre conventions combined with symbolic and technical codes to create representations
- Develop professional standards in organising and planning film productions.

#### **ASSESSMENT TASKS:**

- Folio
- Topic tests
- Planning documents
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Media Studies at Ashwood High School please contact the Arts/ Technology Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Music (9MUS)



*"Music is an excellent subject for students that enjoy the performing arts. In music, we explore and analyse music in both the structures and influences of the songs.*

*Music is an excellent subject for any student looking to broaden their understanding of the Arts." – William Roache*

In studying Music, students will cover four key areas which include exploring, creating, performing and responding to Music. Students will use their voices, instruments and technology with greater independence to work individually and in small groups. Students develop a performance repertoire which demonstrates increased technical and expressive skill and an awareness of various stylistic features. Students continue to develop their listening and analytical skills to understand how the characteristics and elements of Music are used in various styles of Music. Students will explore a range of compositional features to create their own music and analyse the works of others. Emphasis is placed on developing their own personal style as a performer and the skills required to enhance their performances.

#### KEY KNOWLEDGE:

- Develop their own personal performance style
- Perform both ensemble and small group repertoire
- Develop their technical and expressive ability as a performer
- Develop their theoretical knowledge and aural listening skills
- Compose and perform music with an understanding of stylistic features
- Analyse music works from different styles such as popular music, musicals and musical films, Irish music, famous music works.

#### KEY SKILLS:

- Explore specific aural skills aimed at enhancing their understanding of music
- Analysis and listening appreciation of musical works
- Technical and expressive skills for performance
- Performance skills including ensemble and small group work
- Develop their compositional skills to communicate musical ideas
- Ability to evaluate performances and compositions of others.

#### ASSESSMENT TASKS:

- Performances
- Analytical and written work
- Research task
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Studies.

## YEAR 9

### Outdoor Studies (9OST)



*"I have enjoyed the class charisma and coordination, as well as the curriculum we have learnt. I have enjoyed learning specifically about sustainability and cannot wait for the camp to Wilsons Promontory." – Bailey Moreland*

The Outdoor Studies elective combines the theoretical application of Geography with the more practical aspects of Outdoor Studies and aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. This course aims to provide a sense of wonder, curiosity and respect for places, people, cultures, and environments throughout the world. This subject is a pathway to VCE Outdoor and Environmental Studies.

Students will learn about the outdoor environment and the important role it plays in our community. Through the concept of outdoor environments, students learn about the role that the environment plays in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships. Students use a range of geographical concepts to understand the relationships between places, people, and environments. Students will be involved in a range of activities where they will become familiar with skills and techniques required for safe participation in activities in the outdoors while developing an understanding and appreciation of the need for us to protect our natural environment while we are in it. There is an emphasis on group management skills in the practical activities which will lead to development of critical life and leadership skills that will be of benefit in the future. Students will be required to attend one or more compulsory camps/excursions to complete this unit. These activities will incur addition costs.

#### KEY KNOWLEDGE:

- Geographical concepts and skills including geographical knowledge of Australia
- Relationships with outdoor environments
- Migration of species
- Sustainability and climate change, including minimal impact
- Safe practices for outdoor activities.

#### KEY SKILLS:

- Access, evaluate and synthesise information to take positive action to protect, and enhance their own and others' health, wellbeing, safety, and physical activity participation across their lifespan
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally, and globally
- Explore, analyse, and understand the world around them
- Develop geographical thinking processes and be critical users of geographical concepts, methods, and skills
- Develop the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

#### ASSESSMENT TASKS:

- Oral presentations
- Written tasks
- Examination.

**COURSE FEE:** \$50 + \$250 camp fees for compulsory camps.

**STAFF CONTACT:** For further information regarding Outdoor Studies at Ashwood High School please contact the Health/ PE Learning Area Coordinator or the Director of Studies.



## YEAR 9

### Sports Coaching (9SPC)



*"Sports Coaching has been a lot of fun. I have enjoyed learning some new sports and coaching my classmates at the same time. Sports Coaching helps you to become a better leader."*

*– Themis Tziafas*

The Sports Coaching elective aims to educate students in their development of sports coaching skills and working with younger students. Students will analyse varying coaching methods and styles and learn how to use this information in a practical setting. They will learn the process of skill development and the requirements of the coaching role for various team sports.

Students identify how to modify games to vary complexity and how ethics, fair play and codes of conduct affect participation in games and sports. Students will learn to work collaboratively in peer coaching sessions and to work positively in groups with the primary age students.

This subject is a potential pathway to VCE Physical Education.

#### KEY KNOWLEDGE:

- Principles of coaching
- Codes of behaviour
- Leadership skills
- Rules and tactical skills of sport
- Role of feedback during performance
- Peer teaching.

#### KEY SKILLS:

- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities
- Plan, rehearse and evaluate options (including CPR and First Aid) for managing situations where their own or others' health, safety and wellbeing may be at risk.

#### ASSESSMENT TASKS:

- Peer Teaching Task
- Topic Tests
- Oral Presentation
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Sports Coaching at Ashwood High School please contact the Health/ PE Learning Area Coordinator or the Director of Studies.

## YEAR 9

### Visual Communication Design (9VCD)



*“Students use their design knowledge and their communication skills to create their own designs. It is important because you can let loose with your creativity. I like the fact that I can design whatever I want and however I want.”*

*– Keshav Sunkara*

Visual Communication Design develops students' ability to apply creative thinking skills using the design process. Students explore the world of design and embark on a mix of set design briefs and self-directed design projects. Students may explore areas such as graphic design, architecture, typography, interior, fashion, landscape and industrial/product design. Students will create design solutions and present them using two-dimensional (2D) drawings and/or three-dimensional (3D) models. Students learn to apply a combination of creative techniques such as drawing, digital design and models. Visual Communication Design develops design thinking which teaches students creative, critical and reflective thinking tools.

This subject is a potential pathway to VCE Visual Communication Design.

#### KEY KNOWLEDGE:

- Design Process
- Design Elements and Principles
- Design Thinking
- Drawing methods: Technical drawing, observational drawing, visualisation drawing
- Digital Design Techniques.

#### KEY SKILLS:

- Identify, analyse and evaluate the use of materials, techniques and technologies
- Explore and express ideas
- Use manual and digital drawing methods
- Apply a range of media and materials
- Develop and present visual communications for different purposes.

#### ASSESSMENT TASKS:

- Folio
- Final Presentation
- Examination.

**COURSE FEE:** \$50

**STAFF CONTACT:** For further information regarding Visual Communication Design at Ashwood High School, please contact the Arts/ Technology Learning Area Coordinator or the Director of Studies.

# ACCELERATED CURRICULUM AND ENRICHMENT (ACE) PROGRAM

## Years 7-10



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*"The ACE Program is an amazing opportunity to be pushed to achieve your full potential. You also form strong and meaningful connections with others in the program and help one another strive to do the best you can." – Lily Greaves*

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The Accelerated Curriculum and Enrichment (ACE) Program is designed to cater for the special educational needs of high ability students. The ACE Program is a select entry program; successful students exhibit academic strengths across all subject areas and enjoy undertaking challenges. The structure of the program enables students to cover coursework at a faster pace and encourages the study of more abstract concepts with an emphasis on higher-order thinking skills, creativity and problem-solving.

The ACE Program is offered to students in Years 7 – 10. ACE subjects are undertaken in English, French, Humanities/Philosophy, Mathematics, and Science; the remaining subject areas are completed with the mainstream cohort.

### **ACE English:**

The ACE English course covers the content and skills of the Victorian Curriculum in English, in greater depth and breadth than in the mainstream English course. Students in the ACE Program undertake different text studies and complete work that targets higher-order thinking skills and demands advanced input and reflection on the course material.

### **ACE French:**

As the Victorian Curriculum language courses are designed for students who have not studied the target language before, the ACE French course follows the Victorian Curriculum Scope and Sequence in this subject. However, ACE French incorporates aspects of immersion in the classroom, with a greater emphasis on the cultural aspects of life in Francophone countries.

### **ACE Humanities/Philosophy:**

As the name indicates, the ACE Humanities/Philosophy course incorporates philosophical principles to accompany the Humanities strands of Civics and Citizenship, Economics and Business, History, and Geography. Students explore inquiry-based learning through the completion of units of "Community of Inquiry."

### **ACE Mathematics:**

The ACE Mathematics program prepares students for the highest level of VCE Mathematics study by challenging and extending them, through both acceleration and enrichment. Students in Year 7 cover material intended for delivery across Years 7 and 8, students in Year 8 cover material intended for delivery across Years 8 and 9 and students in Year 9 cover material intended for delivery across Years 9 and 10.

### **ACE Science:**

The ACE Science course develops students' science understanding as prescribed by the Victorian Curriculum with the opportunity for greater breadth and depth than the mainstream Science course, giving students the opportunity to learn more complex concepts earlier. Students explore applications of science in society in detail, thereby supporting students to develop a strong understanding of science as a human endeavour. There is also a significant focus on scientific inquiry, with students developing advanced science inquiry skills earlier and being able to independently plan and conduct investigations of interest to them.

### **ASSESSMENT TASKS:**

In addition to a range of assessment tasks within each discipline, an Integrated Inquiry Project is undertaken which incorporates each of the ACE subject areas.

**COURSE FEE:** \$150

**STAFF CONTACT:** For further information regarding the ACE Program at Ashwood High School please contact the ACE Coordinator.

## Instrumental Music Program Years 7-9



*"I have grown strong relationships with new people and grown closer with old friends, and it's all thanks to Ashwood's amazing music program. Playing and getting better at my instrument has been extremely fulfilling, more than anything else. If you only associate music with playing the recorder in Grade 4, then I encourage you to just give the music program a shot." – Ben Neubauer*

Ashwood High School offers an extensive, inclusive and creative Instrumental Music Program through an environment where students have the option to learn an instrument of their choice. The benefits of playing a musical instrument are well documented as having positive impact on students' individual learning capacity in memory training, language, time management, creativity and critical thinking skills. Our Instrumental Music Program nurtures all levels of ability and experience from the classroom to the practice room, beginners through to VCE and ensemble players to soloists, whilst delivering the highest standards in music teaching, rehearsing, performing and appreciation.

Our Instrumental Music Program offers nominal fee-paying instrumental tuition on a weekly basis, on a fixed day with a rotating timetable. Lessons are delivered by our outstanding Instrumental Music Staff on the following instruments: Woodwind (oboe, flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone); Brass (trumpet, trombone, euphonium, tuba); Percussion/Drum Kit; Strings (violin, viola, cello, double bass) and Voice.

Ensemble playing is critical in establishing students' identity and sense of belonging, and this is core to our Music Department, bringing with it the opportunity for regular interaction between students from Year 7-12 whilst developing social skills and lifelong friendships.

As an enrolled instrumentalist and/or vocalist, students are valued members of our Ensembles Program, making a significant contribution to the musical life of the school.

Instrumental music students participate in at least one of the following core large music ensembles available according to their instrument; Concert Band, Training Band, String Orchestra and Choir and in addition to this, students are invited by the Director of Music to join the following smaller ensembles when positions become available; Stage Band, Jazz Ensemble, Percussion Ensemble and Guitar Ensemble. Performance opportunities throughout the year are both school based and external, including, but not limited to the following: Assemblies, alternating Biennial House Performing Arts Event and School Production, Jazz Night, Annual Music Concert, Music Elective and Years 7 & 8 ACE Music Performance Evenings, Instrumental Soirees and Recitals and the Victorian School's Music Festival.

Instrumental Music students have the opportunity to further their music studies to an advanced level through to their middle years with many specialist performance opportunities available, and from 2022 in consultation with their instrumental music teachers and the Director of Music, may elect to undertake VCE Music Performance Units 1-4 in Years 11 and 12.

**COURSE FEE:**

Tuition – Semester 1	\$275.00
Tuition – Semester 2	\$275.00
Instrument Hire - Semester 1	\$100.00

Instrument Hire - Semester 2	\$100.00
Choir	\$25.00

**STAFF CONTACT:** For further information regarding the Instrumental Music Program at Ashwood High School please contact the Director of Music.