



KOLBE
Catholic College

Year 7-9 Handbook

2024

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Year 7

At Kolbe Catholic College, our Year 7 curriculum program introduces students to a plethora of subjects, both core and specialist, whilst also helping them transition into their secondary schooling.

YEAR SEVEN LEARNING SCHEDULE 2024

<i>Pastoral Care</i>
<i>English</i>
<i>Mathematics</i>
<i>Science</i>
<i>Journey in Faith</i>
<i>Humanities</i>
<i>Health and Physical Education</i>
<i>LOTE: Italian</i>
<i>Semester One: Drama/Music</i>
<i>Semester Two: Visual Art/Materials Technology</i>

Drama:

Students use expressive skills and creative ideas to plan and perform dramatic work, developing meaning as a drama creator and performer. Students learn to use voice, movement, gesture and language to explore roles, characters, relationships and situations. They actively participate in various activities based on using voice and gesture as means of communication. Students work collaboratively and recognise that being imaginative, creative, and working as team members is central to drama. Students deepen their understanding of drama as an audience member through the appraisal and evaluation of performances.

Music:

Students learn to play the ukulele as part of an ensemble, learning song structure, chord shapes and chord progression. Students then work collaboratively to practice and present a piece of music on different instruments they have learnt. They expand their knowledge by learning how to read and write basic notation and understand and define different symbols that make up a piece of music. This culminates in a theory test at the end of the semester.

LOTE: Italian

Italian in Year 7 offers an introduction to the Italian language and culture. Students learn to socialise with peers and teachers in Italian to exchange greetings, good wishes, factual information and opinions about self. Students learn how to use high frequency expressions in the classroom and how to follow instructions from the teacher in Italian. Students learn how to describe their surrounding world in Italian. They learn how to describe their school and what they do at school in Italian. There is an emphasis on building communication skills so that students can exchange information verbally in simple yet effective ways.

Visual Art:

In Visual Art, students explore creativity, imagination and higher order thinking whilst investigating a range of art media and techniques. Throughout the semester, students learn about the elements and principles of colour, shape and line through art appreciation and formal analysis of various art works, including Indigenous art and pop sculpture. At this level, students also undertake practical tasks to create a solid foundation for future art experiences.

Year 8

The Year 8 curriculum program continues to allow students an opportunity to be exposed to a range of subject areas to help them develop a wide range of knowledge and skills for secondary school and beyond.

YEAR EIGHT LEARNING SCHEDULE 2024

<i>Pastoral Care</i>
<i>English</i>
<i>Mathematics</i>
<i>Science</i>
<i>Journey in Faith</i>
<i>Humanities</i>
<i>Health and Physical Education</i>
<i>LOTE: Italian</i>
<i>Inquiring Minds Program</i>
<i>Semester One: Food Technology/Drama</i>
<i>Semester Two: Music/Visual Art</i>

Drama:

Whilst play building, students use storytelling conventions to develop narratives and use a range of methods to communicate ideas effectively. Students build upon their understanding of roles, characters, and relationships. They use various sources, including scripts, stories and personal experiences to create meaning. In making and staging drama, students learn about the origins of the Melodrama genre and how it has developed over time. Exaggerated movement and highly unlikely events are explored as students create a play centred around the key characters of villain, victim and hero. As audience members, students engage in the practices of listening to, reflecting on, analysing and evaluating their own and others' drama works.

Food Technology:

Throughout the semester students learn a range of cooking techniques and methods. They investigate the features of 'The Australian Guide to Healthy Eating' and design and produce their own creations. Students participate in a range of practical classes including but not limited to a Chicken Teriyaki Stir-fry, Chocolate Chip Cookies and a range of other sweet and savory food items. In doing so students learn the basics in Kitchen Safety and Kitchen Hygiene to prepare them for further study of Food Technology as well as develop life skills.

LOTE: (Italian)

The Year 8 Italian curriculum incorporates various areas that allow students to learn and experience Italian culture in more detail. The course focuses on a range of topics, which are relevant to the students' daily lives, like food and the main meals, sport, family and friends. Students also research and compare aspects of their cultures, the Australian and the Italian lifestyles, and they develop a broader understanding of different traditions and habits. The course encourages students to develop their writing, reading, listening, understanding and speaking skills in Italian so that they can communicate with others.

Music:

Students learn to play individually and as part of an ensemble, learning song structure, chord shapes and chord progression. Students work collaboratively to practice a piece of music on different instruments, presenting this on one of the instruments they have learnt. Students build awareness through reflecting on their collaborative and independent strengths, strategies and effectiveness of these throughout the semester. They expand their knowledge by learning how to read and write basic notation and understand and define different symbols that make up a piece of music. This culminates in a theory test at the end of the semester.

Visual Art:

In Year 8 Art, students demonstrate the ability to experiment with ideas in creating and presenting artworks using a range of approaches and techniques. Students explore the mediums of painting, drawing, sculpture and mixed media gaining a further understanding of art elements and principles and demonstrate skills in manipulating these within their personal artwork. At this level students also explore areas of art appreciation and make personal observations about the content and structure of artworks through analysis.

The Inquiring Minds Program (IMP) is an alternative program designed especially for Year 8 students. The program is tailored to meet the needs and interests of the incoming cohort and increase the prevalence of student engagement and satisfaction in learning. This dynamic program provides students with the opportunity to participate in classes that build knowledge of STEM (Science, Technologies, Engineering and Mathematics). It prepares students for academic success and allows them to learn practical and real-life skills that can be applied to outside of the classroom setting. Incorporating STEM in IMP acknowledges that there are opportunities for learning to be delivered in an integrated manner that facilitates greater engagement in each of these learning areas.

The IMP program demonstrates the importance for young people to learn or pursue:

- Practical and real-life skills
- Healthy relationships and prosocial behaviour
- Social development
- Emotional development
- Resilience
- Teamwork and relationship building
- Current and relevant skills needed to thrive in the 21st century
- Opportunities outside of the classroom setting
- Explore different areas of interest in a diverse range of settings
- Contemporary literacies

Core Units (compulsory):

- Australian GP – STEM Flying F1 Design Challenge
- Marble Run
- STEM - Making A Difference Showcase

What is IMP Inquiry?

IMP Inquiry reflects the initiative for STEM teaching at Kolbe Catholic College. Using the method of Inquiry students are exposed to the process of posing their own unique questions and answering them as a means to understand, communicate and solve a problem individually and collaboratively. Inquiry is designed to give students ownership over their own learning by being the driving force behind their questions, while the teacher works to help facilitate the students throughout this process. Students are encouraged to take action in their final stages in order to ensure that their work has real-world effects.

Students are given the opportunity to be enriched through their curiosity and imagination with the use of drones. The task enables students to use their creativity to create a model of the College and fly a drone over it to assess the risks and challenges, imitating a real-life scenario. Students then participate in the STEM - Making A Difference Challenge which is designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action on current issues. The last unit students engage in is the Fighting Extinction Challenge which allows students to gather information about real-life conservation issues and create an action plan that can be implemented within our community. Students are given the opportunity to make a difference in their world and incorporate STEM initiatives into their prototypes.

Year 9

The Year 9 curriculum program allows students an opportunity to choose their own electives and participate in a wider range of experiences to deepen their understanding and knowledge to progress in their senior years.

YEAR NINE LEARNING SCHEDULE 2024

<i>Pastoral Care</i>
<i>English Elective</i> <i>Choose 1 elective for the year</i>
<i>Mathematics</i>
<i>Science</i>
<i>Journey in Faith</i>
<i>Humanities</i>
<i>Health and Physical Education</i>
<i>Learning Enhancement Activity Day (LEAD)</i>
<i>Semester One: Electives (2)</i>
<i>Semester Two: Electives (2)</i>

Timeless Tales: Journey into the Treasured Realms of Classic Literature!

In this elective, you will explore some of the English language's greatest classics. Students will first delve into whether classic literature should be studied, and focus on how persuasive language skills can be used to sell classics to a new generation. Students develop literacy and language skills while analysing the graphic novel, 'Frankenstein'. They use critical and creative thinking to explore the plot, characters, setting, and themes, through discussion, character analysis, and written expression. This class will also explore human nature, savagery and the beast, power and loss of innocence when studying William Golding's, 'Lord of the Flies'. This subject will also be considering classic poetry and discussing how language is used to explore various themes and messages.

Creatures Unleashed: Monsters and Aliens

In this elective, students begin by analysing persuasive pieces about current scientific issues such as cloning, designer babies, technological privacy, and robotics. Students will then use these skills to create and present an oral on how technology's future could impact our lives. Students study a collection of short stories exploring the wild and wonderful world of space, aliens and the unknown. They metaphorically travel light years away to discover creatures and far-off places beyond their imaginations. Students develop literacy and language skills while analysing the graphic novel, 'Frankenstein'. They use critical and creative thinking to explore the plot, characters, setting, and themes, through discussion, character analysis, and written expression. Students ask the big question of who is the real monster in this classic gothic text.

Game Changers: Language of Sports

Students will explore the exciting world of sports through a range of multi-modal texts. They will look at controversial sporting topics such as racism in sports through the Adam Goodes confronting documentary "The Last Quarter"; explore self-determination, adversity, and triumph through the depiction of the real-life story of a sporting coach defying societal standards to bring a segregated team together and succeed in the Disney film, 'Remember the Titans'; and the limits people will go to to achieve success in sports despite setbacks in the film, 'Soul Surfer'. Students also read the inspiring autobiographical text "More than a Kick" by sporting superstar Tayla Harris and respond creatively and analytically to the journey and tribulations of navigating a sporting empire.

Revolutionary Ink: Marching through War, Conflict, and Protest

In this elective, students will explore how storytelling can inspire, console, motivate, and empower people during times of war and conflict in a range of multi-modal texts. They will delve into specific historical situations, and consider how authors attempt to teach their audiences how best to learn from these historical experiences. Students will consider how music and the media have been used in political protests in an attempt to make change such as during the Civil Rights Movement, the Vietnam War, and the #blacklivesmatter movement. They will also explore topics such as the impact and violence of the colonisation of Australia, the struggle for survival in a German Nazi concentration camp during WWII, and the experiences of those in the trenches of WWI.

Digital Worlds: English and the Web

In this elective, students embark on a captivating journey delving into the interplay between language, society, and the digital world. Students will be examining how the film “The Social Network” portrays the social, cultural, and linguistic shifts brought about by the digital revolution. They will immerse themselves in Ray Bradbury's captivating short story, "The Pedestrian," as well as other engaging short stories that explore themes of technology, isolation, and the consequences of a hyper-connected society. These stories will prompt them to critically analyse how advancements in the digital world have shaped our language, communication patterns, and social interactions.

Chemistry and Physical Investigation

This elective is an integrated Science elective composed of strands of Chemistry and Physics. In this elective, students delve deeper into investigations through extended projects. They conduct practical experiments on galvanic cells and hydrogen fuel cells to create an energy efficient electric car. Students explore water-based rockets and the concepts of centre of gravity and centre of pressure. In completing hands-on investigations, students develop and hone their science inquiry skills as a process of inquiry and apply the scientific method of observing, formulating and testing a hypothesis, collecting and classifying data, and interpreting results.

Coding and Robotics

Students will study the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students design and evaluate user experiences and algorithms, and develop and test modular programs, learning the programming language Swift. Students evaluate their solutions in terms of risk, sustainability and potential for innovation. For Electronics, students will learn basic programming of arduino and micro:bit and construct a number of electronic projects. They learn the basics of electronics and mechanics and apply their learnt skill to plan, design and construct projects and evaluate. They learn about series and parallel circuits and construct different circuits and measure the voltage and current by using a multimeter. They learn about six different types of simple machines and construct mechanical projects.

Dance

Dance students learn to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ. Students study both Hip Hop Technique and Jazz Dance. Students also study Indigenous dance and its place within its traditional culture, as well as current, contemporary society.

Drama

Students plan, develop, workshop and present a script interpretation based on a guided reading of a script as a class group. The interpretation demonstrates effective application of the elements of Drama and drama conventions. They use a variety of expressive skills and techniques in movement and voice to convey status, relationships, and intentions. The origins of competition Theatre games will be explored and students participate in a variety of improvisation activities. Students learn to think, move, speak and act with confidence. Students evaluate directors' intentions, expressive skills used by actors and actor-audience relationships.

Food Technology: International Foods

Students better understand the design process by investigating and designing solutions to a design brief. This is achieved through implementing design ideas and by using some complex equipment and processes to evaluate the efficiency of their food design. They will complete a range of sensory evaluations from various taste testing activities. Students regularly participate in a range of practical classes including, but not limited to, chocolate self-saucing pudding, Singapore noodles, Mumbai meatballs, Laska. Assessments will include the Hawker food assignment, where they have the opportunity to show their understanding of international street foods, and a Test reflecting the skills and processes they have learnt in the practical sessions.

Forensic Science

This elective is an integrated Science subject composed of the three strands of Physics, Biology and Chemistry. It focuses on the practices involved in the analysis of physical evidence found at a crime scene and emphasizes critical thinking and problem solving. Students work cooperatively and use real-world forensic science methodologies to solve a mock crime. Forensic science will allow students to practice Science as a process of inquiry and apply the scientific method of observing, formulating and testing a hypothesis, collecting and classifying data, looking for relationships between variables and making inferences.

Geography

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places. In this elective, students will explore the changes to the environment through research and fieldwork. Students will understand the different types of environments and how they are categorised. They will explore the man-made impacts and the short and long-term effects they have on our lives. Through fieldwork, students will have hands-on experiences where they will learn about sustainable practices and the environment around us. The subject will allow them to be immersed in learning about global connections through technology, trade and tourism.

HPE: Game Play and Health Promotion

Game Play and Health Promotion has been designed to allow students to gain an understanding of the importance of exposing students to new and interesting sports. Students are encouraged to try new games and activities they might not have been exposed to previously. Individually or in pairs, they design games and modify them to suit the needs of others. They investigate sports they are not usually involved in and are given the opportunity to learn tactics and rules. The practical aspect is moderate-vigorous participation in physical activity and challenge students' agility, endurance and team building skills.

HPE: Basketball Academy & Gameplay

Sports Academy & Gameplay has been designed to allow students to gain a deeper understanding of the knowledge and skills required for Basketball development. Students will be given the opportunity to demonstrate leadership skills by running basketball drills, tournaments and fitness testing within their group. They also take part in a strength and conditioning weights program which will enhance their basketball abilities. It is highly recommended that any student involved in the Basketball Academy select this subject.

LOTE: Italian (Semester One & Semester Two)

In Year 9 Italian, students consolidate the fundamentals of written and oral communication. The course also expands student knowledge and understanding of Italian culture and offers some practical experiences in an Italian environment. The course aims to develop a sound knowledge of basic Italian grammar and the ability to use it effectively in conversation. Students also receive a geographical overview of Italy. They are familiarised with several cities and regions, learn how to describe different places, talk about the weather and their holidays, and are required to research and produce a tourist brochure on an Italian place. This prepares students for senior studies and possible travel overseas in the future. **Benchmark: Students must achieve At Expected Level in 8 Italian.**

Materials Technology

This course aims to introduce students to the knowledge and skills of wood technology and metal work.

Students develop an understanding of the characteristics and uses of various timbers. They will test timbers and produce items using a range of hand tools, learning safe and correct use of hand tools and equipment in order to develop effective woodworking and metal techniques. Students develop their ideas in design briefs. They then analyse and evaluate their products using a range of criteria. Students investigate issues affecting the use and production of timber, timber products and metal products. Practical sessions are designed to link with and reinforce aspects of work covered in theory classes.

Media

Media encourages students to develop both understanding and skill of a range of media processes and technologies. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. Students build confidence in developing critical and creative thinking skills through the study of Media arts language and theories using a diverse range of approaches and technologies to develop their creative pursuits and encourage excellence in all aspects of design.

Music

Students work individually and collaboratively to develop and extend their theory and performance skills. Students learn to play a song on different instruments as part of an ensemble, learning song structure, chord shapes and chord progression. Students then work as members of a band to practice and present a song of their choice on an instrument of their choice. Instruments include drums, keyboard, guitar and ukulele. Students build awareness from reflecting on their collaborative and independent strengths, strategies and effectiveness of these throughout the semester. They expand their knowledge by learning how to read and write basic notation and understand and define different symbols that make up a piece of music. This culminates in a theory test at the end of the semester.

Visual Arts

In Year 9 Visual Art, students will develop their knowledge of equipment and mediums through the creation of individual artworks. They will be involved in the processes of design through the development of original responses in their artwork. They will apply the required techniques to produce their final presentations in a range of media including painting, drawing, sculpture and printmaking. Students will also acquire an ability to analyse and interpret the content, structure and characteristics of artworks through the study of specific artists and art styles that relate to student art practice.

Visual Communication & Design

Visual Communication and Design is a subject that explores how to communicate ideas through images and designs. In this subject, students will have different assessment tasks. One task is the Nano House Design, where students will use computer programs to create an eco-friendly and innovative house while considering its impact on the environment and society. Another task is Perspective Drawing, where students will learn how to draw objects and buildings in a way that shows depth and realism. Lastly, there is the Isometric Drawing task, where students will create 3D illustrations using special drawing techniques. These tasks help students develop important skills like problem-solving, creative thinking, and effective communication, which are part of the Victorian Curriculum.

Year 9 students are at a significant crossroad in their student life during the middle years. For this reason, research was conducted to determine the most effective way to cater for the learning needs and developmental stage of these students. This dynamic interdisciplinary program also known as the Learning Enhancement Activity Day (LEAD) provides a holistic learning environment in which students can grow and develop physically, emotionally and spiritually. There is a large focus on the development of critical and creative thinking skills through STEM (Science, Technology, Engineering and Mathematics) and inquiry-based learning. It demonstrates direct connections between the classroom and real-life, giving students the ability to apply their knowledge in different contexts. It helps young people build resilience, self-confidence and responsibility, and develops vocational skills that will better prepare students for the workforce or for further study. Students will also be required to participate in Year 9 Camp.

Our specialised Year 9 program, LEAD, offers:

- A strong bond between the staff and student group
- Opportunities for off-campus, community-based activities
- A curriculum structure that promotes deep engagement within learning
- Opportunities for students to engage in adult like experiences and responsibilities
- Special events or programs that are of particular interest
- Differentiated opportunities within the curriculum to accommodate advanced learning and specialised learning needs

Components of the LEAD program

- **Core:** Students develop their critical and creative thinking through a range of topics and experiences. This is compulsory for all students.
- **Electives: Student Choice (2 per year):** These are semester-based electives for students to explore areas of interest. Choice may include the following:
 - Gardening
 - Mission to Mars
 - Drones
 - Media and Film
 - Performing Art
 - Digitech

Year 7- 9 Ignite Enrichment Program

The Ignite Program provides students with the opportunity for formal extension. Students are provided a foundation to engage in higher order thinking, skill development and learning practice beyond that of the core Year level curriculum. It offers students challenging learning experiences with open ended tasks that involve multidisciplinary learning and high order thinking skills. Throughout the program students learn to think critically and creatively as they engage curriculum. Students remain as a class for all core subjects and are integrated with mainstream classes in later year electives such as Technology and The Arts. This allows for the development of social relationships with a broader range of peers. Entry into the program is based on academic data. The purpose of such testing will be to track student progress and measure growth, ensuring the suitability of the program for the individual.

EAL**Year 7- 9 EAL Program (English as an Additional Language)**

The EAL curriculum holds a central role in the education and growth of young Australians who do not have English as their first language. This focused program enhances students' ability to communicate with confidence and effectiveness by teaching them how to use and adapt language in different situations. By doing so, EAL learners establish connections with their peers and the broader world around them. Studying EAL equips students with lifelong learning skills, critical thinking abilities, and active and informed citizenship. Within the EAL curriculum, students develop proficiency in Speaking and Listening, Reading and Viewing, and Writing. Entry into the program is based on criteria which includes date of arrival into the country and previous study of English. Students undertaking this are often removed from LOTE.

YEAR 9 ELECTIVE LIST 2024

Curriculum Area	Elective
<p>The Arts</p> <p>(Must choose 2 unless selecting LOTE. If selecting LOTE only 1 elective from The Arts is compulsory)</p>	Visual Arts
	Visual Communication and Design
	Music
	Drama
	Dance
	Media
Humanities	Geography
<p>LOTE: Language Other than English</p> <p>(Both Italians must be selected if taking LOTE)</p>	Italian One
	Italian Two
<p>Technology</p>	Food Technology: International Foods
	Materials Technology
	Coding and Robotics
<p>Science</p>	Physical and Chemical Investigation
	Forensic Science
<p>Health and Physical Education</p>	Game Play and Health Promotion
	Basketball Academy and Game Play

Notes:

- In total students will complete 4 electives for the year (2 each semester).
- At least 2 of your top 4 elective choices must come from 'The Arts' section.

If you select LOTE: Italian, both Italian One and Italian Two must be selected (This means that you will do Italian for a whole year.) In this case, only 1 elective choice from 'The Arts' section is compulsory. Reserves: Students must pick two subjects as a second option if their first preferences are not available.

Year 9 2024 Subject Selection: Electives

Student Name: _____ Student No: _____ PC Group: _____ LG: _____

YEAR 9 ELECTIVES 2024	
<i>Electives</i> (choose <i>four</i> in order of preference)	
1.	
2.	
3.	
4.	
<i>Reserves:</i>	
1.	
2.	

**Subjects are to be entered on the online portal by
Friday the 28th of July 2023.**

Year 9 2024 Subject Selection Timeline	
14th July	Subject Selection Presentation
21st July	Portal Opens at 9am Subject Selections submitted in Pastoral Care
25th July	Elective Selection 2024 portal closes at 4pm
November	Student notified of final subjects for 2024

YEAR 9 2024 ELECTIVE SELECTION PROCESS

At Year 9, students have the opportunity to pick electives as part of their curriculum. Students pick **four** subjects to study throughout the year. **Two** in Semester One and **two** in Semester Two.

Which subjects can I choose?

When choosing subjects students must pick at least two Arts* subjects, unless choosing LOTE: Italian (this takes up two electives). Please look at **page 11-14** for a list of all electives.

What are reserves?

Please do not forget to select 2 reserves in case we are unable to give you your first preferences.

Please speak to Mrs. Rossitto if you have any questions in regards to subject selection for Year 9. If you have any questions in regards to any of the Year 7 or 8 Curriculum please contact Ms. Lane.

Ms. Erin Lane
Year 7 & 8 Curriculum Leader

Mrs. Rebecca Rossitto
Year 9 & 10 Curriculum Leader