



2024

Curriculum Guide

Years 7, 8 and 9



MOTTO

Make a difference,
be the difference.

VISION

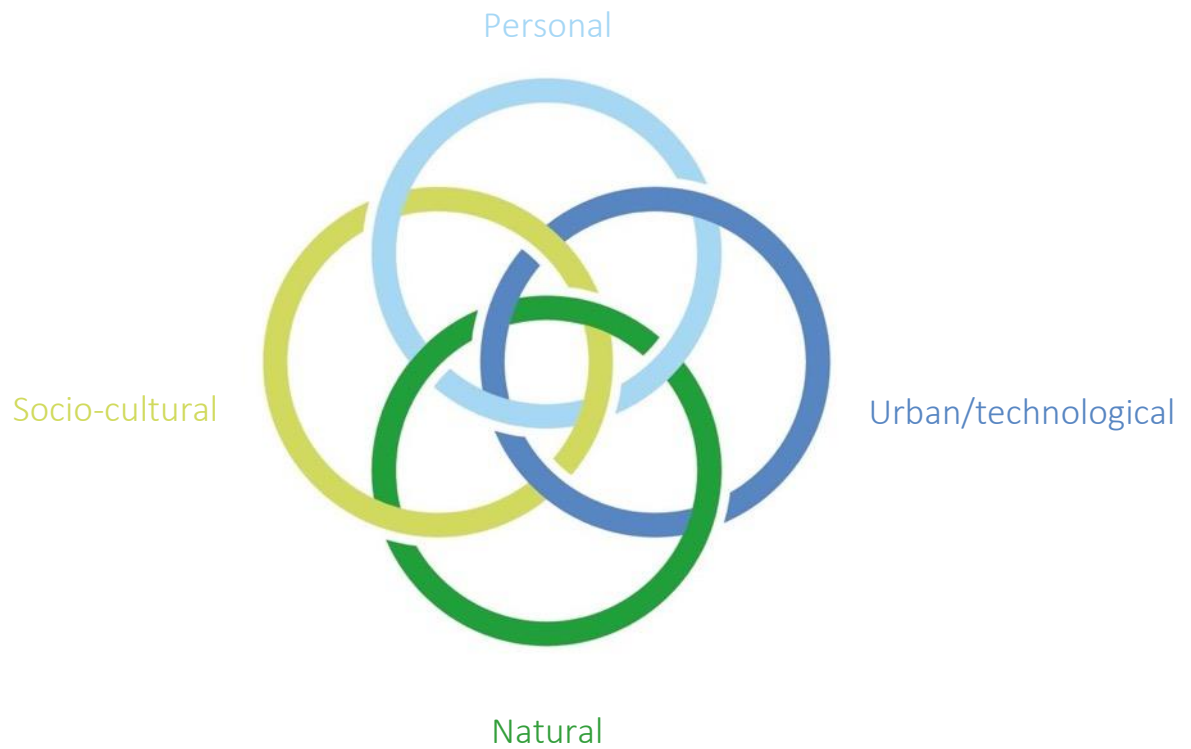
Education that makes a
difference today for a
sustainable and thriving
tomorrow.

VALUES

Compassion
Respect
Integrity
Creativity

... always with Courage

RINGS OF SUSTAINABILITY



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PRINCIPAL'S MESSAGE

Curriculum review and development is an essential part of Cornish College's commitment to continuous growth. To successfully engage students in authentic learning experiences that are meaningful for their current and future world and to ensure each student has the opportunity to attain personal academic excellence, our curriculum programs must respond to student developmental needs, interests and aspirations.

In reviewing the Cornish College curriculum and the needs of our students, it is clear – perhaps now more than ever – that young people require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them.

Years 7, 8 & 9 are exciting years of discovery and exploration, in which our students build on the experiences and learning of their primary years.

Students like to be challenged by their learning environment and are inspired by the world in which they live. Therefore, we encourage our students to develop responsibility for their own learning, foster a lifelong love of learning, and discover how to make a difference in the world. We recognise that our students learn in diverse ways and at different rates. We also recognise that great changes occur during secondary schooling. Our students develop greater independence and reflect on who they are and where they belong. We recognise the importance of, and strive to foster, a strong sense of self-worth and belonging. The overall wellbeing of our students is of vital importance to our staff and they work together to create a safe environment where each student is valued and respected.

Throughout the secondary years students are supported by a network of dedicated teachers who are always available to listen, advise, inspire and assist. Each student is treated with respect and individuality is celebrated.

I wish you much enjoyment in these three years, along with challenge, growth and the important realisation that you really are a young person capable of great things who will make a difference in this world.

Nicola Forrest
Principal



PHILOSOPHY BEHIND YEARS 7, 8 AND 9

There have been numerous studies in Australia and worldwide describing the decline in student enjoyment in the middle years of schooling (approximate ages 10 to 16). These studies reveal a strong pattern of under-achievement and disengagement from school, particularly for boys. Any lack of engagement in learning affects academic progress and educational experience.

Researchers responded to these concerns by recommending that teachers and schools develop approaches that are attuned to the characteristics and needs of young adolescents. They recommended strategies such as student involvement in classroom decision-making about curriculum including the ways learning is organised, monitored and assessed; learning that connects with and is relevant to students' personal and social concerns and their out-of-school experience and culture; active learning experiences; engagement in complex, higher order and critical thinking to develop deep rather than surface learning, and cooperative as well as independent learning.

A report to the Department of Education & Training (2002) made the following recommendations regarding curriculum in the middle years:

- Significant reduction in the amount of curriculum content
- Curriculum and teaching and learning structure that includes extended cross-disciplinary problem-solving tasks
- Direct teaching about thinking and learning
- Involvement of all students in deciding content, structure, process and assessment
- Timetabling for sustained thinking and learning
- Teacher-student-class arrangements for strengthened teacher-student knowledge and relationships
- Team teaching and professional learning
- Monitoring systems for tracking individual students
- Data driven, evidence-based processes

In addition, the Victorian Curriculum recommends structured inquiry as the method of teaching and learning: The Educational Principles of the AusVELS and the previous VELs include developing "respect for evidence - seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs" (Victorian Curriculum and Assessment Authority, 2007).

We have worked consistently at the College to meet these challenges. Discipline-based learning is still at the heart of our inquiries – students have classes in English, Humanities, Mathematics and Science and Our Environment and the integration of these disciplines means that teachers work with students to make connections in their learning. Inquiry learning allows students to apply their knowledge and skills in many ways, thus helping them learn in a meaningful context.

In addition to these subjects, all Year 7 students also participate in Physical Education, Personal Sustainability, Religious Education, Music (incorporating the Band program), Sport, Drama, Design Technology, Food Technology and Visual Art. Our Year 8 students participate in Physical Education, Personal Sustainability and Sport in addition to our dynamic Super Studies program. In a global age, the College believes that everyone should develop skills in foreign languages. All Years 7, 8 and 9 students study French or Japanese.

In Year 9 the program is made up of three main sections – Core Studies, Super Studies and a specially designed enrichment program. Students in Year 9 study English, Mathematics, Science, Language, Global Sustainability and Health, Sport and Physical Education within their core program which also includes link to Personal and Social learning domains. All these sections of the Year 9 program are intertwined, with each section providing the students with the opportunity to draw links and further develop the concepts investigated. It is through concept-based inquiry, questioning current practices, considering perspectives and exploring the meaning of world citizenship with its rights and responsibilities that we can make a difference at Year 9.

Years 8 and 9 represent what we call the transition sequence in the secondary school curriculum. In Year 7, all students are engaged in a common core curriculum that provides a strong foundation for future studies, hence it can be known as the Foundation Year. In Years 10, 11 and 12, which is considered the final sequence, students have a very broad range of choice to cater for their individual talents, needs and future directions. It is in the transition sequence that students are introduced to some choice to ensure a breadth of experiences in a range of electives. When your child is preparing to enter Year 8, they will receive a Super Studies curriculum guide. Super

Studies units are drawn from the following disciplines: Performing and Visual Arts, Technology, the Environment, Health, Food Technology, ICT and STEM. We encourage a balance of areas of study within the elective units.

Super Studies

Super Studies subjects are timetabled for a half day each (morning and afternoon) one day per week. This day consists of two extended sessions for Years 8 and 9 students. This provides time for students to plan and develop authentic and rich projects without interruption. The Super Studies program provides foundation skills and understandings for subsequent studies at senior years, as well as promoting engagement and developing individual talents.

Although we use few textbooks in our secondary school, students have excellent and easy access to a well-equipped library, the internet and information and communications technology. All students have the use of a MacBook computer. Please click on [this link](#) below to access Super Studies resources.

Exhibitions across Years 7 to 9

Year 7 students celebrate their first year of inquiry learning at secondary school with an exhibition involving several disciplines titled *Beneath the Surface*. Year 8 students celebrate their inquiry with the Night of Decades, an exhibition involving all disciplines. Year 9 students celebrate their learning and experiences from the *Make a Difference Experience* (MADE) trip with a reflective exhibition evening. This is the culmination of Year 9 where our students authentically explore our guiding principle that “a meaningful cultural exchange is reciprocal and involves both learning from others and sharing what you have to offer from others.”

As in all areas of the curriculum, the Years 7, 8 and 9 programs reflect the education insights gained from the Victorian Curriculum (Victorian Curriculum and Assessment Authority) and Australian Curriculum, the Primary Years Programme (PYP), Reggio Emilia and the Harvard Graduate School of Education.

The outcomes generated through the Years 7, 8 and 9 programs reflect the value of students performing at personal best levels in a flexible, well-managed classroom environment.

Sub school and Year Level Organisation

The Deputy Principal - Head of Secondary is responsible for the oversight of student management and welfare. The role also involves a contribution to policy development and the review, documentation and revision of sub school procedures. To support the Deputy Principal - Head of Secondary, there are Academic Care Team Leaders at Year 7 and at Years 8 and 9, as well as Form Teachers for each form group. Together they form the Academic Care team for the secondary year groups. The Form Teachers are responsible for day-to-day dealings with students, parents and teachers and work to achieve the aims and vision of the secondary school.

OVERVIEW OF CURRICULUM ORGANISATION AT YEARS 7, 8 AND 9

The school operates a 10 day timetable with 8 periods in each school day. The allocations listed below are per fortnight.

Year 7 Core Studies	Period Allocation
English and Humanities (History, Geography, Economics)	18
Mathematics	9
Science and Our Environment	9
Languages – French or Japanese	9
Music	1
Personal Sustainability	4
Physical Education	4
Food Technology	3
Design Technology	3
Drama	3
Visual Arts	3
Band	4
Religious Education	3
Sport	4-5
Form periods, assembly	2.5

Year 8 Core Studies	Period Allocation
English and Humanities (History, Geography, Economics)	18
Mathematics	10
Science	9
Sport	4
Personal Sustainability (Health)	5
Languages – French or Japanese	9
Physical Education	4
Form periods, assembly	5
Super Studies (4 half-day sessions per fortnight)	16

Year 9 Core Studies	Period Allocation
English	10
Global Sustainability (Humanities)	10
Science	10
Mathematics	10
Languages – French or Japanese	10
Physical Education	4
Sport, Health and Community Service	6
Form periods, assembly	4
Super Studies (4 half-day sessions per fortnight)	16

ATTENDANCE AND PUNCTUALITY

Full attendance is expected and is crucial for satisfactory student progress. The College keeps careful records and we ask that parents contact the College if a student is going to be absent. This can be reported via the School Stream app or telephone 9781 9000.

If there is a need for extended leave for reasons other than illness, please put this in writing addressed to the Principal.

Where possible, we aim to contact parents on the day if a student's absence is not explained. Students are expected to be at school by 8.45am and ready for form period at 8.50am. Students should then go to lockers, collect books and materials required for Periods 1, 2 and 3 and then move to classrooms for Period 1 classes commencing at 9.00am.

Students needing to leave school early must ensure their parents sign them out at Reception immediately before departure from school.

YEARS 7, 8 AND 9 ASSESSMENT PROCEDURES

The approach to assessment underpinning the multi-disciplinary program is based on the following principles:

- The fundamental purpose of assessment is to improve student learning
- Students need to be involved in the design of the assessment. There should be considerable scope for negotiation and regard for differentiation and personalisation
- Assessment should focus on the development of the individual learner rather than comparisons between learners
- Assessment strategies should cater for a range of learning styles within a class and should not be limited to written tasks
- Students should be active participants in the assessment process and be conscious of their strengths and the areas in which they need to improve
- Assessment should inform subsequent program planning at both an individual and a whole class level
- Real assessment is the most valuable form. The Year 7 Exhibition, Night of Decades for Year 8, and MADE trip for Year 9 affords an opportunity for all students to demonstrate their learning to the wider community

REPORTING TO PARENTS

Detailed end-of-semester reports are given to parents at the end of Term 2 and at the end of the school year. Academic Care meetings are held with Form Teachers in Term 1 for discussions about each student's social wellbeing and progress. Academic Progress meetings take place in Terms 2 and 3 for discussions about each student's learning progress. Exhibitions are also part of the assessment and reporting process. Teachers are also available before and after school to discuss any matters of concern; please make contact via email to arrange a conversation.

THE HIVE – LEARNING MANAGEMENT SYSTEM

- The Hive is an online learning management system that brings teachers, students and parents together to support students in achieving their academic and personal goals
- Teachers can set homework, track progress, deliver feedback, share resources and engage students
- The Hive allows parents greater visibility and ongoing tracking of their child's progress
- Parents can access other important information disseminated by the school such as notices and key contact details for staff
- The Hive enables parents to use one set of login details to take administrative and financial actions, such as scheduling parent/teacher meetings and paying school fees

EXPECTATIONS

Parents are asked to reinforce the College's expectations and positive approach.

We expect all students should:

- Be punctual at all times. Commencing the day well is particularly important. Students need 10 to 15 minutes to organise themselves before the day officially starts
- Participate in all school activities. Non-participation should be discouraged unless absence is unavoidable
- Participate in practice sessions and rehearsals for any cocurricular activities
- Phone or email the school on the morning of any student absence
- Report the absence using the School Stream app

Simply give:

- Date(s) of absence
 - Reason for absence
 - Parent's signature
- Travel to and from school in their correct school uniform at all times
 - Parents should organise appointments for their children outside school hours, whenever possible. Family holidays should be arranged around school terms so that students do not miss important class time. Families planning holidays during term time need to send a letter of explanation to the Principal, prior to their departure

In the case of unavoidable absences from school, parents are asked to advise the Form Teacher and Academic Care Team Leader, well in advance. In these cases, a further note of explanation is not necessary.

Submission of Work

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies. Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the classroom teacher on or before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. In the case of sudden illness, an email from parents must be written. This email must state that the student was unwell and that the parent is aware of the work that is due. If a student does not meet a deadline for a minor or major piece of work, the teacher may, at their discretion, require the student to attend a catch-up class at lunchtime. The school recognises parents' rights to be notified of their child's lapses with regard to set work. This may be undertaken by the subject teacher or the Form Teacher. However, in all cases, the Form Teacher will be informed to ensure that any patterns of late work submission can be identified.

The main forms of communication used for learning tasks are via The Hive and email. These need to be checked regularly by both parents and students. We emphasise that consistency and fairness to all are paramount considerations in teacher's setting, accepting and assessing of work. It is important that students undertake all set work except in unusual circumstances. It is vital for future success that students learn to manage their time and meet their responsibilities, which occurs with the support of their teachers and families.

Year 9 Examinations

A key learning skill that students are introduced to in Year 9 is preparing for and completing examinations for the first time. The focus is to assist students in developing revision and learning skills to be applied in examination situations. Year 9 students complete examinations during Semester 2, towards the end of Term 4. Examinations are typically held for the following subjects – English, Mathematics, Science and Languages (Japanese/French). Form Teachers and subject teachers will guide students by providing advice on how best to prepare for their examinations.

Exams encourage students to revise and to gain an overview of their work. Students also benefit from becoming familiar with expectations for examination blocks while developing sound examination and study techniques. Experience and practice gained during the exam period should ensure students are well-prepared for examination blocks to follow in their senior years of secondary school.

Home Study

The view of the College is that homework serves two purposes. The first is that it teaches students organisation and self-management and secondly, that it encourages independent learning. Whilst there will be set homework in some subjects, this is only one aspect of homework. Students should be encouraged to read widely at home and review what they have been learning in class.

It is important that students not be allowed to work late into the night, causing them to be tired for the next day's learning. If your child cannot complete homework/study within the guidelines, please discuss this matter with their Form Teacher.

Email is our main form of communication with parents and should be checked at least on a weekly basis. Teachers record homework via tasks on The Hive and we encourage students to maintain an organised approach in recording upcoming work. Students may opt to use a Cornish Record Book or a digital option for their organisation. Where there appears to be little or no homework or you have some concern, please check this with the Form Teacher.

Bus Travel

Cornish College provides bus services to assist parents in transporting students to and from school. Students are placed on the appropriate bus by staff and every endeavour is made to place stops at points of maximum convenience. For these services to run smoothly, students must advise the College, in writing, if they do not intend to use the service on a particular morning/afternoon. There will be no changes to bus travel arrangements without a note.

Students are expected to travel in full school uniform or full sports uniform, when applicable, and to always display exemplary behaviour. Unacceptable behaviour may result in students being excluded from the bus for one week or longer.

UNIFORM

The Cornish College uniform is an important way in which our students are identified, both within the College and wider communities. As such, the uniform should be worn correctly and with pride.

- All students are expected to meet the College’s uniform requirements with willingness and a spirit of cooperation
- Parents are expected to support the uniform requirements and are responsible for ensuring their child/ren have appropriately fitting and wearable items of the uniform, as required
- All Cornish College staff are expected to play a role in ensuring students are meeting the uniform requirements

Uniform Requirements

Cornish College has a ‘Uniform Wardrobe’ which is a range of branded and standard clothing approved for wear at school. Students may wear any combination of the uniform that they are comfortable with. Students are not required to own all items in the wardrobe but must have the standard Physical Education and Sports Uniform and a Cornish College House top from Years 3 – 12. The wardrobe is trans-seasonal and, as such, all items can be worn throughout the year.

- Students are required to wear only approved Cornish College wardrobe items
- While shoes are non-prescriptive in the Uniform Wardrobe, they must be closed toe shoes and suitable for daily wear
- Sport shoes are required to have non-marking soles and be fit for the purpose of students’ sports activities.
- All students from Years 7 – 12 require the standard polo shirt for Physical Education and Sport classes
- Students in Prep – Year 6 may wear either their knitted polo or the standard polo for these classes
- All students from Prep – Year 12 require either the endurance track pants or the sports shorts/skort for Physical Education and Sport classes
- Students in Years 3 – 12 require the appropriate House polo shirt for various events
- Students are required to wear the College bucket hat (Early Learning Centre – Year 12) or the College cap (Years 7 – 12). It is compulsory to wear the hat or cap for outdoor activities in Terms 1 and 4
- All parts of the uniform should be clean and appropriately fitted. It is recommended that items are labelled with the student's name and year level



Hair, Jewellery and Make-up

Hair must be clean, a natural colour and worn off the face and in a tidy style

Hair accessories should be in colours that match the school uniform and/or logo

Jewellery is not to be worn except for plain gold or silver sleepers or studs.

Apparent make-up of any variety is not allowed – this includes nail polish

Uniform Wardrobe

The list below are the approved uniform items of the Cornish College Uniform Wardrobe.

Year level	Items available	Accessories
Years 7 – 12	<ul style="list-style-type: none">• Softshell jacket• Jumper – 80% soft merino wool/20% nylon• ¼ zip top• Puffer vest• Shirt – short sleeve (relaxed or tailored)• Shirt – long sleeve (relaxed or tailored)• Polo shirt – short sleeve• Dress – navy• Polo dress• Crew top – long sleeve• Shorts – relaxed – navy• Shorts – tailored – navy• Trousers – relaxed – navy• Trousers – tailored – navy• Skirt – navy• Socks – navy (3-pack)• Rugby jumper• Raincoat• Trackpants• Sports shorts• House polo• Active leggings• Sport cap	<ul style="list-style-type: none">• School bag – senior backpack• Sport gearsak• Hat (Cap for secondary)• Beanie• Scarf• Navy tights – opaque (2-pack)• Navy tights – cotton• Name labels – pre-ordered garment labels per 50 units
These Cornish branded items are compulsory	<ul style="list-style-type: none">• Sport uniform, including bathers, if required• Hat (Cap for secondary)• School bag• Lab coat (Year 7 onwards)• House polo top (Year 3 onwards)	

CHANGE OF ADDRESS AND CONTACT DETAILS

It is most important that College records are accurate, and parents are asked to inform the College office@cornishcollege.vic.edu.au immediately if there is any change to your residential or business address, telephone numbers or email addresses. You are also able to update these details using the *My Details* tab on the parent [Community Portal](#).

COMMUNICATION

Cornish College values and encourages open communication between teachers and parents. To be effective, we suggest the following guidelines:

- Your first contact point is your child's Form Teacher. If you have any concerns that you wish to discuss, make an appointment to see the Form Teacher either through email directly or through Reception. Problems or concerns should first be raised with the Form Teacher as they know your child best. It is always preferable to discuss your concerns with your child's Form Teacher rather than with other members of the school community
- If you still have any concerns, your second point of contact is the Academic Care Team Leader, who may then refer your issue to the Deputy Principal - Head of Secondary or Principal, if necessary
- Short messages to the Form Teacher (eg reasons for absences or directions for medication required for the day) can be conveyed via email
- The Form Teacher's contact information will be provided to parents and students at the beginning of the school year. This is valid for exchange of short, factual information, but is no substitute for discussing a problem personally with your child's teachers
- Urgent messages can be phoned through to Reception and the message will be relayed to the Form Teacher
- If you wish to discuss an academic issue first make contact with the Form Teacher who will coordinate the gathering of further information
- Short conversations about minor matters can sometimes be appropriate. Teachers can be available for a short period before school and straight after school. Please do not try to discuss issues during assemblies, at recess or lunchtime or while teachers are going to class. In addition, please be mindful that teachers need to attend team and collaborative planning meetings straight after school on Mondays and Thursdays

ENCOURAGING RESPONSIBILITY AND INDEPENDENCE

- Please encourage your child to organise necessary books and sports clothing and equipment in the evening before going to bed. Laptops need to be charged nightly. Help them to develop good habits, initially by showing them what to do, and then by offering a gentle reminder. Children must learn the consequences of their own mistakes. Don't try to shield them from 'life's lessons' by doing everything for them.

HOW TO HELP YOUR SECONDARY STUDENT

Here are a few hints to help your child at home.

- Check what homework has been set. Ensure your child is keeping a record of homework via their Record Book and monitoring tasks set on The Hive. Encourage them to set aside a regular time each afternoon or evening to complete set homework
- Contact your child's form teacher if you have any concerns or if your child is experiencing any problems
- Set a limit on the amount of time your child spends watching television or videos, computer games and chat programs
- Remove electronic devices before bedtime
- Encourage your child to take an increasing responsibility for their own personal organisation
- Read the texts set by your child's teachers to become familiar with the standard and type of work being covered
- Avoid completing your child's work for them. Instead, help your child to complete the work by discussing key questions or directing them to resources you think may be helpful. Teachers frequently post scaffolds and support materials for learning on their Hive pages, so encourage your child to seek these out
- Help your child to use the library and internet for research purposes, but discourage copying straight from the book or computer
- Whenever possible, make time to attend school sporting events, assemblies, displays or productions in which your child is involved
- Look at the work your child is completing and discuss progress at frequent intervals. Encourage discussion and reflection on achievements and learning outcomes

The skills and knowledge your child is learning will become increasingly complex. Your child will be involved in more activities such as organised sport, music, drama or special interests. As children become teenagers and increasingly independent, your support with their education takes on new significance.

- Attend information evenings and parent/teacher/student meetings with your child
- Look at parenting books available for parent borrowing in the Cornish Learning and Information Centre (CLIC)
- Be an active part of the College community
- Develop your child's self-esteem and confidence in their learning

INTERSCHOOL SPORTS COMPETITION YEARS 7 AND 8

All students in Years 7 and 8 participate in House and Interschool sport during the year. Cornish College is a member of the Southern Independent Schools network (SIS). In Terms 1 and 3 there is a flourishing House competition that runs across the two year levels and the results of each round count to the overall standing of the Houses at the end of the year. In Terms 2 and 4 they undertake training sessions during lunch times in order to prepare for their participation in the SIS Junior competition. Teams entered in this competition reflect the student numbers of the school and the ability levels of our students. All students train and will form part of the interschool teams unless they select the recreational sport elective. An effort is made by coaches to rotate students and give all students a fair chance to be involved as is appropriate.

PERSONAL SUSTAINABILITY, SPORT AND COMMUNITY INCLUSION PROGRAM (YEAR 9)

An integral part of Year 9 is our comprehensive Personal Sustainability, Sport and Community Inclusion Program. The Personal Sustainability program is a progression of the course offered at the Years 7 and 8 level. Topics that will be covered in the health program include Sexuality and Drug Education. This will be taught through a harm minimisation approach.

The program develops:

- An understanding of the key issues that face people with a disability
- The benefits of diversity in our society
- Successful communication strategies
- Empathy – seeing the person first
- Appropriate use of inclusive language
- Leadership and civic responsibility skills
- Participation in community service activity – working alongside people with a disability at a SCOPE Business Enterprise site and practising newly developed skills in a supported working environment.

Through the sport program our Year 9 students participate in an interschool sporting program with the Southern Independent Schools' competition. During lead up and season times students in these teams may also have training sessions in lunch breaks, or occasionally before or after school.

COCURRICULAR OPPORTUNITIES

Camps

Students at Cornish College experience a range of Outdoor Education activities. All experiences are planned around the theme of 'Make a Difference' with strong links to a range of curriculum areas.

Year 7 – students travel to Merricks Lodge in Term 1 as part of their transition into secondary school. They participate in a range of team-building activities, as well as a snorkelling course. It is a wonderful opportunity to make new friends and build some independence as they settle into secondary school.

Year 8 – students begin their transition into journey-based camps where students can immerse themselves in outdoor activities that extend on their skills and build their confidence.

Year 9 – students will explore part of the Lake Eildon region in a week-long challenge-by-choice trip that involves a journey option. Students will live independently for the week in groups under the guidance of expert outdoor leaders.



Chess

Students from all levels of the school are welcome to attend weekly lunchtime chess practice sessions. Secondary students who show promise can extend their skills by forming a part of the school team to compete in the Southern Independent Schools' Chess Competition which is held each year at the end of Term 3.

Golf

Cornish Golf is a values-based program that operates onsite at the College's golf course and driving range. The program operates year-round and has participants ranging from the Early Learning Centre through to secondary age groups. All new participants receive a free, fitted golf club.

Performing Arts Program

The program develops theoretical and practical performance skills across music, drama, dance and visual arts through individual and group classes, choirs, ensembles, band and instrumental programs and cocurricular tuition. Skills developed in these areas are showcased in a variety of performance opportunities within the College community, including productions, concerts, festivals, exhibitions and House competitions.

The College is also a member of the Southern Independent Schools network, giving students access to external opportunities combining music, drama, dance and visual arts. For more information, please see the *Performing and Visual Arts Brochure*.

Throughout the year, a range of performance opportunities are offered within the school and the wider community. We continuously encourage students to create a culture of inclusion, risk-taking and to make the most of these opportunities.

Music Tuition – Instrumental

Cornish College offers instrumental music tuition for a wide range of musical instruments. Our Instrumental Music staff are highly experienced and engaging, while offering a range of teaching styles and backgrounds. 30-minute individual instrumental lessons are available and are held on a weekly rotational basis, to avoid interfering with the students' academic classes. Please refer to the [College website](#) for further details. The instruments being offered in 2024 are:

- Brass (Trumpet, Trombone, French Horn, Euphonium, Tuba)
- Guitar (Acoustic, Electric, Bass)
- Percussion (Drum Kit, Tuned Percussion)
- Piano
- Strings (Violin, Viola, Cello and Double Bass)
- Voice (Covering all styles)
- Woodwind (Clarinet, Oboe, Flute, Saxophone)

All students learning a musical instrument are encouraged to join a music ensemble, to extend their music skills. There are numerous opportunities for performance such as weekly assemblies, recitals, concerts, Cornish festivals and Celebration Evening.

Students are able to work through AMEB grades and be externally assessed, if desired.

Instrument hire for some instruments is also available at a minimal charge. Application forms are available online and from the Music Office or Reception.

Drama Tuition – Small group

This program aims to develop effective communication skills through the study of drama and communication. Our Drama tuition staff are highly experienced and engaging. Students can learn techniques in drama and communication in a supportive and nurturing environment. The students work in small group situations and programs are devised based on students' interests and needs.

Using improvisation as a base, techniques learnt will enhance the development of self-esteem, confidence, imagination, creativity and vocal expression. Some of the main areas explored include acting technique, vocal technique, interpretation, performance and *genre* immersion.

Students will be given the opportunity to take part in a showcase performance in Term 4, highlighting skills learnt throughout the year and receiving performance feedback.

Similar to Music Tuition, 40-minute small group Drama lessons are available and are held on a weekly rotational basis so as not to interfere with the students' academic classes.

Please refer to our [College website](#) for further details.

Music Ensembles

Senior Choir

Secondary students who enjoy singing are welcome to join the Secondary Choir, which rehearses one morning per week. The choir performs at College events, assemblies and local community functions. All vocal students are encouraged to participate in this choir.

Funk Soul Band

Students who are advanced in their chosen instruments, are invited to be part of our premier ensemble, the Funk Soul Band. This ensemble rehearses before school and is open to vocalists, rhythm section instrumentalists and students who play brass/woodwind instruments. Students who take music tuition on these instruments are encouraged to participate and should apply through Mr Wormell.

Contemporary Band

This ensemble is aimed at students in Years 7 – 10. This ensemble rehearses before school, once a week, and is open to vocalists, rhythm section instrumentalists and students who play brass or woodwind instruments. Students who take music tuition on these instruments are encouraged to participate. The focus is on contemporary music, but is not limited to contemporary instruments. For example, if you learn violin, but would like to play contemporary music, you are more than welcome to join. This ensemble is the precursor to Funk Soul Band.

Senior Percussion Ensemble

Secondary students who learn percussion or are passionate about it, are encouraged to be part of our Senior Percussion Ensemble. Our percussion ensembles are vibrant and are amongst our most popular ensembles at Cornish.

String Ensemble – Stringers

Students who learn string instruments are invited to join the String Ensemble which rehearses one morning per week in the Music Centre. The String Ensemble performs at various College events. This ensemble is open to all string students who learn both at school and outside of the school.

Recitals

Students who learn an instrument are expected to perform in our music festivals which occur in Terms 2 and 4. Students who learn an instrument outside of Cornish are invited to perform at these recitals as well.



COCURRICULAR OPPORTUNITIES YEAR 9

Make a Difference Experience

All Year 9 Cornish College students have the privilege to work with a variety of communities in South East Asia through our *Make a Difference Experience* (MADE) program. Our students raise funds to provide much needed educational infrastructure and then work alongside community members providing the labour required for the task. We appreciate travelling with *Rustic Pathways*, who provide excellent leadership and service work that is achievable, but challenging, for Year 9 students – work that makes a difference for a local community.

The MADE program is integrated into the Year 9 Global Sustainability course at the College. While away, students look for evidence through observation and interviews of the values, traditions, customs and symbols that shape the unique cultural identity of South-East Asia. They are tasked with looking for commonalities as well as differences to understand the cultural dynamic of Thailand, Cambodia or Laos and its people

Students enjoy the opportunity to be ambassadors for their school and Australia and grow in confidence and self-awareness through confronting challenges beyond their familiar environment. Our students develop a more global outlook as they move beyond stereotypical views and grow to appreciate their own and a different culture.

When the students return to school, they write up their MADE experiences and inquiries, demonstrating their new understandings. Their work is presented to their parents at an exhibition in November. This is a celebration of student learning as students can apply what has been observed, learnt, and understood of sustainability. Their final task is to write their own 'call for action' in a *Charter for a Sustainable World*.

City Week

Students in Year 9 visit the City of Melbourne to explore the values, traditions, customs, language and symbols that shape Melbourne's cultural identity.

City Week provides a variety of experiences from visiting the Eureka Tower, the Treasury Building, collecting Melbourne symbols during the Instagram Game, enjoying multicultural Melbourne through food experiences and the Melbourne Bike Ride.

Enduring Understanding

Culture depends on shared values, traditions, customs, language and symbols to shape their unique identities.

Learning Focus

Students will:

- Examine the factors that contribute to Melbourne's identity (social, historical, environmental, economic and political)
- Develop independence and reliability by travelling to and from the city daily using public transport

Assessment

Students are assessed in a variety of ways through presentation of their Melbourne Portfolio.

STUDENT WELLBEING

At Cornish College, our focus is on sustainability, and integral to this is personal sustainability and student wellbeing. Our counsellors offer support for students and families, and work collaboratively with students, staff and families when issues arise in a student's academic, emotional or social development.

Students are referred to the school's psychologist via Academic Care Team Leaders, Deputy Principal - Head of Secondary, Inclusive Education teachers, form and class teachers. Additionally, parents and students may also self-refer.

Types of issues that may be referred to the school psychologists include (among others):

- Assessments (cognitive, educational, behavioural and emotional)
- Counselling to assist with motivation, organisation and study skills
- Social issues – relationships with peers, conflict resolution, etc
- Behavioural and emotional issues – such as anxiety, anger, depression, managing emotions and behaviour.
- Family difficulties
- Help with challenging circumstances

The school psychologists work with students individually and confidentially, within small groups, classroom programs and activities, group and individual testing, parent and staff consultation, running specific group programs as required and policy development. The school psychologists are registered with the Australian Health Practitioners Registration Authority and are bound by the professional code of ethics for psychologists.

CHAPLAINCY

The Chaplain's role in the school is to add value to the school community and provide support to students, staff and Cornish families. The Chaplain also coordinates chapel services and faith groups.

CAREERS

Cornish College looks to the Victorian Careers Curriculum Framework as a scaffold for career education and counselling for all students from Years 7 – 12. The framework is based on the twelve competencies identified in the Australian Blueprint for Career Development and links to the existing dimensions of learning in the Victorian Curriculum. It has been referenced against the Victorian Curriculum domains of Health and Physical Education, Personal and Social Capability, Intercultural Capability, Ethical Capability, The Arts, English, the Humanities, Science, Mathematics, Languages, Critical and Creative Thinking, and Technologies.

At Cornish College we aim to inspire the students to explore who they are, where they fit and what they want to achieve in life. Students can achieve these aims by:

- Developing excellent learning and decision-making skills
- Building resilience to manage change effectively
- Gaining a firm foundation of career management skills
- Developing strong relationship skills and knowing how to effectively maintain networks

In secondary school, students will develop an increased self-awareness regarding their values, attributes and preferences through engagement in the various programs available within the curriculum and beyond.

Across Years 7 to 9 students learn how to write a resume, apply for a job, develop networks and how to conduct themselves at an interview. In Year 9, students explore the world of work and consider life in various jobs. Using the data collected through Morrisby testing, students explore a broad range of potential future pathways, taking into consideration their values, aptitude and interests. Furthermore, students are able to apply their learning by planning a Work Experience placement with an organisation of interest to them. This placement, undertaken in Year 10, provides a significant opportunity to gain insight into individual preferences, such as discovering if they prefer to work in an office environment or outdoors.

Finally, the dedicated Careers website provides resources to students and parents, offering details of relevant opportunities that take place in or through the College community. The Careers website serves to provide regular updates on work placement opportunities and careers information and events coupled with a regular newsletter.

We seek to actively engage parents in careers activities at Cornish College and we welcome and encourage contributions from every family.

CORNISH LEARNING AND INFORMATION CENTRE

The Cornish Learning and Information Centre (CLIC) is a focus for all students at the College and is used to support their classroom learning and recreational reading needs. Secondary students visit the CLIC with their subject teachers to borrow and for research related to the units of inquiry.

Our focus during lessons is on developing sound information literacy skills so students become independent library users able to access information efficiently. The librarian and classroom teacher work collaboratively to provide opportunities for students to practice these skills when working on units of inquiry. Students are taught how to use Access-It, the library catalogue, and to search the internet efficiently and safely.

There is a strong emphasis on encouraging a love of reading, both for enjoyment and for seeking answers to questions. Our comprehensive and up to date collection includes books (including foreign language books), graphic novels, magazines, DVDs, audiobooks, online newspapers and journals, Kindle eBooks and online reference resources including World Book Online and CiteFast. During the year students participate in a range of activities including Children's Book Week celebrations, author visits, Premier's Reading Challenge and are encouraged to borrow regularly.

Secondary students are encouraged to become independent users of the CLIC, using the space for quiet study and as a place to relax and socialise at lunchtimes.

Students in Years 7, 8 and 9 can apply for leadership positions in the CLIC.

The CLIC is open daily from 8.00am until 4.30pm and at lunchtimes.

LEARNING TECHNOLOGIES – MANAGEMENT AND EXPECTATIONS

Secondary students have either a MacBook Pro or Air, as a part of the one-to-one device program. This supports individualised and personal learning programs as well as 'anytime, anywhere' access to information and programs. Growing up in a digital world is an important part of using Information and Communications Technology devices at school and all classes address *Growing Up Digital* resources and programs to promote safe internet usage and appropriate use of all electronic devices. All students are required to sign a Technology User Agreement indicating their understanding and adherence to responsible use of their device.

We provide *anytime, anywhere* access to technology to support collaborative, inquiry-based, student-centred learning in a safe and secure manner.

Learning technologies provide opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organise and be responsible for their own learning. Students evaluate the credibility, accuracy, reliability and comprehensiveness of information found online. They organise and store gathered information to enable easy retrieval. They access online interactive learning tools to help them to develop knowledge in all areas of the curriculum. In addition to recording and evaluating the decisions and actions taken when developing new understanding and solving problems, students learn to assess their suitability for new situations and make adaptations where necessary. They make connections and apply new skills and understandings in different contexts.

Through the integration of the MacBook and other technologies, such as video conferencing, students are engaged in new and exciting ways, connecting them with local and global communities and providing them with greater teaching and learning possibilities. Students can access information and develop skills at their own pace and at their own ability. Applications and online programs can be tailored to individual development through interactive programs that provide immediate feedback in a highly engaging environment. Using technology, students have access to tools and develop the skills that are necessary for lifelong learners in an ever-changing, future-focused classroom.

YEAR 7 – DISCIPLINE-BASED LEARNING IN THE INTEGRATED PROGRAM

Provocation:

The Big Question: What is our truth? Examining evidence and uncovering truth is an important strategy for managing change and challenges in our lives.

Beneath the Surface Inquiry

During Year 7 students embark on an Inquiry to uncover hidden truths during their *Beneath the Surface* unit. As a part of a case study to understand and be aware of the challenges in their local and coastal environment, students investigate Port Phillip Bay and its surrounds as well as local waterways.

The catalyst for this unit is the Merricks Lodge Camp, along with the excursion to Point Nepean National Park and Portsea Pier to swim with the seals. The unit culminates in an Inquiry Showcase to enable students to exhibit and discuss their learning with the parents and wider Cornish community.

Students develop inquiry and research skills across a range of subjects to explore ideas and concepts. They then utilise these skills within their own inquiry to uncover a truth and share these findings in their showcase. This showcase displays their thinking and work, as they have discovered and uncovered hidden truths that exist beneath the surface of their inquiry. It is an integral experience and an opportunity for all students to shine and share their understandings from the *Beneath the Surface* unit.



The Big Question – Inquiries through English and Humanities

The Big Question – Inquiry (or TBQI) is an integrated subject including the disciplines of English, History, Economics and Geography. Using the Victorian Foundation Curriculum as a framework, our Year 7 curriculum design is framed by a series of inquiries that focus on some of life’s big questions: Who are we as a society and how are we shaped by our past? How do our experiences vary to others across time and space? Each unit of inquiry is viewed through conceptual lenses that help to develop key understandings that are transferable across the curriculum and beyond the classroom.

At the beginning of the year, students explore the importance of using evidence to formulate a balanced and informed view of themselves and the complex world they share. They begin by understanding their place in the world and how it is changing as they become teenagers. Students will consider the various perspectives and cultures around them, such as Indigenous perspectives. Through class novels and various forms of writing, they consider how knowledge and experience shape understandings of the world around them.

The liveability of places and a study of an aspect of water form the basis of the geographical inquiry. Concepts of sustainability, the importance of water sources and Melbourne’s liveability ranking are studied. Fieldwork allows the students to substantiate their ideas. In addition, students examine the concept of living well and the ways in which individuals and societies are influenced by their natural environment.

A study of Ancient History incorporates learning and practising history skills and an inquiry into European, Mediterranean and Asian civilisations. The study of our ancient past and ancient civilisations frames an investigation into how we are connected with the philosophies, discoveries and cultural practices of the past.

During the year students also investigate the economic idea that we cannot always get what we want and use budgeting skills to explore the concept of entrepreneurship.

These studies also continue to build on the students’ interpersonal skills and focus on how to best manage personal learning. These skills, such as ICT, are incorporated into the whole program. Where possible and appropriate, further integration of the inquiry occurs in other subject areas such as Mathematics, Science and Drama.

Unit Outlines

How do knowledge and experience shape our world view?

Key concepts: perspective and belief

Provocation:

- Through storytelling and experience, we better understand our place in the world and the perspectives of others

An inquiry into:

- How and why we see things from different perspectives
- Aboriginal and Torres Strait Islander histories, perspectives and cultures
- How and why people tell their stories and how they are received by others

What affects liveability and happiness?

Key concepts: sustainability and liveability

Provocation:

- Understanding the truth involves exploring the hidden

An inquiry into:

- The effect of water on liveability
- The ways in which human relationships and natural environments contribute to liveability
- The importance of sustainability on liveability

The art and purpose of creation

Key concepts: Needs vs wants; making choices; authorship, creation and audience

Provocation:

- There is a purpose for all things

An inquiry into:

- The interdependence of consumers and producers in the market
- The ways in which products are created to meet the needs of customers
- The ways in which texts are created for a specific purpose

Investigating the Ancient Past

Key concepts: social hierarchies and identity

Provocation:

- Throughout the past, present and future, social hierarchies determine the way people live their lives

An inquiry into:

- How our lives can be enriched through uncovering and understanding the truth of the past
- What is universal and what is specific about the way societies work
- The characteristics that help to define an ancient society

Learning Focuses – Discipline-Based Learning

English

Students will:

- Conduct a field investigation at Cornish College and at Point Nepean National Park
- Use texts to explore ideas and information
- Understand and express responses to a range of texts
- Develop spelling, grammar and punctuation skills
- Produce a range of texts for a variety of purposes including persuasive, narrative, recount and informative writing
- Identify the main issues in texts and their lives and provide supporting detail and evidence for opinions
- Critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences
- Listen to others and ask clarifying questions to build on others' ideas

History

Students will:

- Explain the impact of European arrival on Indigenous Australians, particularly the local Boon Wurrung people
- Evaluate historical sources for meaning, point of view, values and attitudes
- Use a range of primary and secondary sources including visual sources that record features of the societies
- Analyse and describe key events and aspects of daily life in ancient societies
- Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions, such as art and drama
- Demonstrate our connections today to ancient societies
- Demonstrate empathy for other cultures

Geography

Students will:

- Identify and gather geographical information from fieldwork and texts
- Organise, process and communicate geographical information using a range of written, visual, map and graphic forms
- Describe differences in culture, living conditions and outlook in Melbourne and surrounding areas
- Describe differences in culture, living conditions and outlook in ancient societies.
- Identify how and why the natural environment influenced the lives of ancient people

- Analyse and explain factors that influence the liveability of Melbourne
- Compare the liveability of various places across the globe
- Explain weather phenomenon

Economics

Students will:

- Identify and explain the nature of the economic problems that our choices involve trade-offs
- Develop financial literacy understanding their rights and responsibilities as consumers
- Explain the relationship between producers and consumers
- Develop an understanding of the personal qualities of entrepreneurs

Transdisciplinary Learning

Students will:

- Frame questions to guide inquiry and incorporate findings
- Demonstrate critical thinking skills and different approaches to learning
- Use visual presentations as an effective means of communication
- Apply ICT tools and editing functions to organise ideas, concepts and issues
- Understand how to work effectively in teams
- Understand how to set realistic goals and complete tasks in a time frame

Health and Physical Education – Health knowledge and promotion

Students will:

- Recognise changes that occur as a result of the adolescent stage of the lifespan

Civics and Citizenship

Students will:

- Identify and discuss qualities of leadership through historical and contemporary issues
- Explain the different perspectives on issues and propose solutions to them

Assessment covers pre-assessment, formative and summative tasks. Students are assessed in a variety of ways including classroom observations and discussions, oral presentations, persuasive writing, informative essays, narratives, field reports, timelines, reflective writing, poetry, mind mapping, text analysis, photo essays and self-assessment.

The Big Question – Science and Our Environment

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces provides a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In Year 7, Science and Our Environment helps students look at how the world works from a scientific perspective. How as scientists we approach activities and information gathering – examining evidence and uncovering truth – using science inquiry skills to gain scientific understandings in order to explain and predict phenomena and apply knowledge to new situations. They undertake practical inquiry and excursions, using the College grounds, Patterson River and Port Phillip Bay to access and evaluate scientific data.

Provocation:

The Big Question: What is our truth? Examining evidence and uncovering truth is an important strategy for managing change and challenges in our lives.

An inquiry into:

- Testing the differences in commonly found white powders – students develop skills in safe, technical uses of a range of instruments and chemicals and standard testing processes. What it means to work scientifically – Students design investigations that include measurement, using standard laboratory instruments and equipment and methods to improve accuracy in measurement. They make systematic observations and interpret recorded data appropriately, according to the aims of their investigations. Students identify, analyse and ask their own questions in relation to scientific ideas or issues of interest
- How matter behaves – Using the particle model to explore and explain the structure and properties of matter, chemical reactions and procedures for separation of mixtures
- Living systems within the environment – Understanding living things and their interdependence and classification systems
- Natural phenomena – Describing and understanding the origins of natural phenomena such as weather, tides and celestial movements
- Marine biology – Exploring the biodiversity of our local waterways and Port Phillip Bay through environmental monitoring techniques, examination of human impact and inquiring into common marine species through research excursions and dissections.

Learning Focus:

The Science curriculum helps and encourages students to:

- Develop knowledge and skills central to biological, chemical, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences

Assessment

A variety of formative and summative assessment tasks are used during the year. They include research investigations, written reports, oral presentations, student designed experimental investigations, formal experimental reports, class discussion, topic tests. These assessment tasks are used to diagnose and demonstrate student understandings and learning of scientific concepts and development of scientific inquiry and critical analysis skills.

The Big Question – Mathematics

Mathematics in Year 7 considers the question ‘What is our truth?’ in relation to the relevance and reliability of mathematical information. Students focus on how they work mathematically in order to develop strategies for solving new problems. They undertake practical inquiry and excursions, utilising the college grounds, Patterson River and Port Phillip Bay to access and evaluate mathematical data. They consider mathematical rules, how they were developed, when they can be applied and how they can be used in real life.

Provocation:

Mathematics empowers us to make sense of the world around us.

An inquiry into:

- Learning how to work mathematically to solve an unknown problem
- Identifying strategies that can be applied when solving problems and recognising which strategies suit each preferred learning style
- Applying numbers, fractions, decimals and percentages to everyday problems
- Recognising how angles and shapes are related
- Analysing data and presenting it in a variety of ways
- Looking at ways statistics can be used to manipulate data
- Discovering relationships in measurement and thus understanding the rules we use in calculating perimeter, area and volume
- Identifying patterns that occur in nature
- Recognising and describing number patterns
- Considering if there is more than one answer to a problem
- Translating words into mathematics

Learning focus:

The Mathematics curriculum helps and encourages students to:

- Recognise how to work mathematically and apply strategies accordingly
- Develop a variety of effective problem-solving skills that can be applied to many areas within the curriculum
- Develop knowledge and skills related to number, geometry, statistics, algebra and measurement
- Display mathematical information in different ways
- Develop and use the skills of analysis to make sense of numbers and what they represent
- Communicate mathematical understanding

Mathematic Skills:

- Students utilise skills in the context of a problem-solving task, activities using a calculator activity, a real outdoor application, a spreadsheet multi-function calculation and the ability to use ICT to solve problems and practice skills

Assessment

A variety of formative and summative assessment tasks are used during the year. They include problem solving investigations, research projects, application of real data, analysis tasks, oral presentations, Mathspace tasks and topic tests. These tasks are used to assess each student’s understanding and application of mathematical concepts as well as their development problem solving skills.

Physical Education

Physical activity, sport and recreation play an important role in the lives of all Australians. By providing opportunities for challenge, personal growth, enjoyment and fitness we encourage our students to foster their personal sustainability and thrive physically so that they can grow and develop. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active, as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Provocation:

- When I know what I am capable of, I am capable of more.
- The key to a good system is adaptability.
- How do we adjust our skills to overcome a barrier?
- Striking success is achieved through creativity.

An inquiry into:

- Addressing personal fitness and related health issues
- Developing motor skills to improve performance
- Participating and competing in games and sports to promote understanding of fair and competitive interaction
- Application of skills in games to embed technique under performance standards

Learning focus:

- Safe practices in physical activity
- Engagement in physical activity
- Development of fitness and physical attributes

Assessment

A variety of formative and summative assessment tasks are used during the year. They include demonstration of mastery of skill elements in individual units and the formal testing of fitness three times per year.

Personal Sustainability and Health

When we hear the word sustainability, we tend to think in terms of the environment and natural resources. But sustainability principles are equally relevant to other parts of our lives, including our health, happiness and collective wellbeing.

Are you walking through life unconsciously or with eyes wide open? What are the implications of your actions? Personal Sustainability is the ability to live fully in the present without compromising the future. This is about how you communicate and relate within a community. It involves cultivating a practice of mindfulness in your everyday living. It also requires developing a knowledge base, which allows you to minimise your "footprint," while maximising your own health and sense of joy. It starts with how you treat yourself. How you cultivate this inner world will then affect what radiates out to your personal space and family. Your choices within your intimate circle will then extend further to your friends and school relationships. Finally, your external actions will affect your community and our shared world.

In Year 7, students will learn to understand the importance of self-esteem and develop good decision making and in creating a successful transition to the secondary school. They will learn how to define bullying and some useful strategies for dealing with this behaviour. They will develop an understanding of changes that occur during puberty, consider a range of relationships and reflect on the basis of their own beliefs and values. They will also adopt harm minimisation strategies when dealing with legal drugs and make informed decisions in regards to their own health.

Provocation:

How do we maximise our own personal sustainability? Knowledge empowers us to make positive, well-informed choices in our lives.

An inquiry into:

An area of interest relating to topics covered in this course

Learning Focus

The Personal Sustainability unit helps and encourages students to:

- Develop knowledge and skills central to relationships, personal identity and body image
- Examine bullying and the "naming it" process
- Develop knowledge and understanding of how our bodies develop and mature
- Create an understanding of legal drugs through a harm minimisation approach

Assessment

A variety of formative and summative assessment tasks are used during the semester. They include research investigations, using ICT to create brochures and books, creating media campaigns, oral presentations and class discussion. These assessment tasks are used to diagnose and demonstrate student understandings and learning of health education concepts and development of effective decision-making skills.

Music

In Year 7 Music, all students will be learning an instrument as part of the Class Instrumental Music Program. Students will have two group lessons per week with a specialist music teacher in a timetabled music period. Students will be able to select from Brass, Guitar, Percussion and Woodwind families. All students will learn the appropriate aural and theory skills, associated with their chosen instrument. The year's learning culminates in a recital evening which all parents are invited to attend.

Provocation:

- Learning a musical instrument enhances self-confidence through performance.
- Playing an instrument in a group setting allows for greater learning and enjoyment through sharing and observing others.
- The learning of a musical instrument requires music theory knowledge to allow a greater understanding.
- The learning of different techniques allows for improved outcomes.
-

An inquiry into:

- The instrument/s and styles that I am suited to learning
- Making connections between sound and symbols in Music
- Orchestral instruments: how they work and how to achieve the required sound
- Characteristics of music from different styles and countries

Learning Focus

The Music curriculum helps and encourages students to:

- Develop skills in analysing, interpreting and evaluating music
- Explore and respond to music from a range of styles, forms, times, traditions and cultures
- Develop skills in reading music notation
- Develop aural skills
- Develop skills in critical listening and learn appropriate arts language for discussing and describing music
- Using ICT skills for learning, rehearsing and performing
- Compose music using musical elements and conventions
- Developing performance skills as a soloist and playing in an ensemble

Assessment

A variety of assessment tasks are used during the year. They include solo and ensemble performances for the instrument they are learning, group discussions, aural tests and music theory tasks. Students are expected to practise their instrument regularly throughout the year.

Languages

“Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs.” Nelson Mandela

Students in Year 7 are required to select either French or Japanese as their secondary language and undertake three years of compulsory language studies. Students will then be recommended to continue the study of their chosen language through to Year 10 and VCE.

Japanese

Students undertaking Japanese in secondary school will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities using authentic sources. This will enable them to not only learn about the language, but also develop intercultural understanding and friendships with Japanese native speakers.

Cornish College has two sister schools in Japan – Chiben in Wakayama and Eisugakkan in Fukuyama. Students undertaking Japanese will have opportunities to participate in video conference sessions with our sister schools and maintain and develop friendships through emails and school exchange programs.

Provocation:

Language is more than words; languages open our hearts to the world.

An inquiry into:

- How to express ourselves through stories and dialogue with others
- How to express who we are
- Family life
- Anime and entertainment

Learning Focus:

- What is language? How is it used? Why do we need language?
- What are some of the features of Japanese language?
- What are some of the differences and similarities in Japanese and English?
- Introduction to the three Japanese scripts of *Hiragana*, *Katakana* and *Kanji*
- Application of Romanisation to develop Japanese word processing skills
- Japanese culture, values and traditions
- Japanese anime culture incorporating the annual Year 7 Anime Day
- Introductions to our sister schools through video conference sessions

Assessment

There are two main areas of language assessment in Japanese, Communicating and Understanding, in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students' understanding of Japanese language and culture.

French

In Year 7 French, students can learn about the country, its language, and its culture. Emphasis is given to the spoken word and having fun with the language through an innovative teaching method using a special gesture approach. Students have access to web-based programs to enrich and extend their language learning experience. Current links between Australia and the French-speaking world will also be investigated.

Cornish College has two sister schools in France – Lycée Arbez-Carme in Oyonnax and Institution Mongazon in Angers. Students undertaking French will have opportunities to participate in exchange programs with sister schools in their senior years. In the secondary school, there will also be opportunities to experience organised interactions with our French visitors.

Provocation: How can we begin to communicate in French and understand others?

How do language and culture shape my identity and my concept of other people?

An inquiry into:

- The Three Little Pigs (using the familiar to learn the unfamiliar)
- Language perspectives of 'self'
- Me and my world
- How to express ourselves through stories and dialogue with others

Learning focus

The French curriculum helps to:

- Foster students' ability to think and reflect about the workings of the French language, as well their own
- Develop mental flexibility and problem-solving strategies
- Develop language and intercultural skills to allow global communication
- Develop literacy and communication skills
- Expose students to discover new worlds and cultures
- Allow students to become more knowledgeable and tolerant global citizens

Assessment

There are two main areas of assessment in French, Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this.

Food Technology

Through the study of Food Technology, students will gain a breadth of understanding and passion for and about food that will sustain them through a lifetime. It will engage them and elevate their ideas about food in daily life.

Provocation:

Selection and preparation of food have implications for long term health

An inquiry into:

- Hygienic food handling and safe operation of tools and equipment
- Responsible selection of daily food intake
- Factors which influence food preparation skills and techniques

Learning focus

These central ideas are supported by a program of inquiry based on investigations and processes relating to food. The units of study adopt a practical approach to learning and focus on activities which promote and encourage students to make responsible, informed choices about the food they eat.

Students learn:

- Organisation and management of resources
- The language of food
- Preparation and menu planning
- Working safely and hygienically with food
- The changes caused by new foods
- Connection to culture and celebration
- Designing food choices to balance personal preferences and daily nutrition
- Sustainable food selection
- Minimising food wastage and recycling wastage
- Developing solutions to a design brief

Assessment

Assessment is designed to inform both teaching and learning. The emphasis is on measuring the progress of each individual learner.

Formative assessment is immediately apparent when students plate up and enjoy sharing and eating the food they have prepared

Summative assessment is measured through culinary challenges and design briefs where students are required to demonstrate their understanding of particular aspects of food preparation.

Food Technology is essentially a practical subject based on experiential learning, the development of skills and an enjoyment and celebration of food.



Design Technology

Design Technology provides us with an understanding of the way products are designed and made. It is a human process, influenced by and influencing social values. Design Technology and its applications are part of everyday life. Design Technology education develops students' abilities to ask questions and find answers about the products they use, and either make for themselves or purchase.

Provocation:

Understanding how materials perform and the techniques used in the construction process can help us to develop creative solutions.

Creating a product using a range of tools and materials gives students personal satisfaction and helps develop their confidence in the design process.

An inquiry into:

- Cutting, joining and finishing timber
- Bending, cutting and forming plastic
- Safe use of equipment
- Learning focus:
 - The Design Technology curriculum helps and encourages students to:
 - Develop knowledge and skills central to safely and correctly using tools to measure and mark out components and to cut shape and assemble components
 - Apply knowledge of product construction to design new products
 - Understand the benefits and limitations of different materials
 - Self-reflection on learnings and skill development

A variety of formative and summative assessment tasks are used during the year. They include research investigations, class discussion and observation, student-designed components, products constructed, written evaluations.

Drama

Studying Drama gives students an opportunity to explore ways in which they can relate to their world and express meaning. Within a performance context, students develop an understanding of interpersonal relationships, ensemble creation and teamwork. The curriculum promotes an increased awareness of self, vocal and kinaesthetic expression. Technical aspects of stagecraft and theatrical technique are introduced and applied to the creating and making characters and role play. Communication strategies and appreciation for the dramatic arts, both historic and contemporary, inform the student's deeper understanding of themselves in their wider community.

Provocation

Recycling stories of our past helps to 'preserve' our future.

The body is a voiceless communicator.

An inquiry into:

- Improvisation skills
- Role play
- Trust and Communication
- Performance styles and their conventions including Mime; Melodrama; Greek Theatre; Physical Theatre

Learning focus:

The drama curriculum helps and encourages students to:

- Consider the role of the individual in team work
- Create ensemble performances and develop an understanding of the various roles that need to be realised within a group performance
- Improve verbal and non-verbal expression and communication
- Develop empathy for alternative realities or perspectives
- Understand the importance of the role of the storyteller
- Investigate, observe and reflect upon dramatic performances.
- Explore performance styles from different time periods and cultures

Assessment

A variety of formative and summative assessment tasks are used during the unit. These include participation in drama games and warm-ups, improvised and rehearsed individual and group performance, application of learnt dramatic techniques and the reflection of self, peer and external drama performances.

Visual Arts

In Year 7 students build upon their awareness of Visual Arts practice by looking at how and why artists and designers develop and realise their ideas through different art forms, practices, processes and viewpoints.

Students explore visual arts practices as inspiration to create and develop themes, concepts or ideas in artworks.

This is integrated within their practice of creating and making.

Provocation:

Shaping how we express ideas – the building blocks of Visual Art.

The Art Elements and Principles are explored by all artists, and are the basis for all forms of visual language and communication. Artists use the Art elements and Principles to explore and express ideas and concepts, using a wide variety of materials and techniques to express themselves.

An inquiry into:

- The manner in which artists from differing times, cultures, styles and technical traditions express and represent ideas
- Creating, making and presenting responses to concepts, ideas and stimuli.

Learning Focus:

Exploring Visual Arts practice through:

- Observation and drawing skills, painting, ceramic sculpture, digital imagery
- Experimenting with imaginative ways of creating solutions
- Employing the elements and principles of art
- Developing skills in analysing aesthetic values in own and other artists' works
- Reflect upon and refine visual works
- Comparing and contrasting, researching and analysing the works of artists and the concept of style

Assessment:

- Written research tasks
- Development of conceptual possibilities
- Developmental designs and practical works presented in a Visual Diary
- Major 2D and 3D works



Religious Education

Religious Education in Year 7 commences with a focus on the 'big questions of life'. Students are encouraged to consider a variety of perspectives on these questions. Students also spend time exploring worldview – the Christian worldview, an alternative worldview, as well as reflecting on their own, developing worldview. Students will also spend time focusing on, and advocating for, a particular social justice cause.

Provocation:

- Life is about the search for meaning
- The Christian worldview is fundamentally different from other worldviews
- Understanding the key issues is crucial to advocacy in social justice
- Jesus is a significant character producing a broad range of responses

An inquiry into:

- What people in our community believe about creation and the purpose of life
- The concept of worldview and why it is important to consider
- A selected worldview and how it compares and contrasts to the Christian worldview
- The concept of advocacy with respect to a selected social justice issue and cause
- The life and claims of Jesus Christ and His relevance to life today

Learning Focus:

The Year 7 Religious Education curriculum helps and encourages students to:

- Consider the claims of the Christian worldview
- Explore their own worldview and the worldviews of others
- Approach issues of faith from an informed and respectful position

Assessment

A variety of assessment tasks are used during the year. They include the completion of a survey, the production of a picture story book, inquiries into worldviews and social justice issues as well as oral presentations and creative responses. These assessment tasks are designed to provide students with an opportunity to explore and respond to the issues presented.

YEAR 8 – DISCIPLINE-BASED LEARNING IN THE INTEGRATED PROGRAM

What Lifetimes? What Learning? (2WL) – English and the Humanities

The Year 8 2WL program is inquiry based, concept driven, integrated and guided by the essential questions – *What lifetimes? What Learning? What changes and what contributions? (2WL)*

Essential questions allow students to grasp what is crucial about a task, set priorities and make judgements through the inquiry process. This is essential because the process helps students to learn to think more critically and to express their understanding using a variety of methods. Hence the program is dynamic and is able to respond to student interests, needs and skill development. This differentiation develops engagement for all and provides academic rigour.

The 2WL integrated English and the Humanities program is the core of the Year 8 course. Within 2WL students have the opportunity to explore links and connections between people, their lives and learning and the changes and contributions made. Students' work is displayed to provide both a stimulating environment and for students to be able to make their learning and understanding visible.

The program's greatest strength is the multidisciplinary approach where the disciplines of English, History, Geography, Politics and Economics are connected. Students are able to spend a large portion of time with one core teacher and this approach builds cohesion and consistency within the Year 8 group. Strong connections are made to science, mathematics and other learning through the core concepts of change, connection and sustainability.

The 2WL program demonstrates best middle years teaching practice:

- Students construct knowledge in a supportive environment
- The program provides authentic intellectual activity
- Inquiry demands deep disciplinary understanding and skill development
- Has value to the students beyond the classroom as they are engaged and stimulated by the learning process
- Promotes articulate and confident learners

In order to adopt thoroughness in the place of coverage the Year 8 course is organised around concepts to which content brings new understanding.

Year 8 Exhibition – The Night of Decades: A celebration of Inquiry Learning

This opportunity is a highlight of the Year 8 program and unique to Cornish College.

Students are invited to work within a team, to select a decade of interest within the 20th and 21st centuries and people they believe best represent their chosen decade. Term 4 is devoted to preparing for the exhibition. The Night of Decades is a showcase of student abilities and talents. Through all disciplines and guided by key concepts, students present their decade by constructing Learning Centres that contain their inquiries, journals, reports, research and interview work. Students also express their knowledge and understanding through drama, art, food, music, dance and information technology. Props, costumes and decade specific decorations are made by the students. The term is exciting for students as they prepare for the exhibition night.

Enduring Understanding for Year 8

No change happens in isolation. One change leads to another

An inquiry into:

- The connections between world historical events and the people involved
- The people who create and manage change
- Significant Change Points in history

Learning focus:

The 2WL curriculum encourages students to:

- Learn how to work effectively in teams
- Read widely
- Set realistic goals and complete tasks in a time frame
- Manage own learning through monitoring and reflection
- Use a variety of ICT skills to organise and present idea
- Explain key features of political systems like democracy, dictatorship and communism
- Articulate and defend opinions

Discipline-based learning:

- Demonstrate knowledge and understanding of opinions about political issues, the characteristics of world regions and the impact of human activity
- Analyse and describe key events in history
- Explore influences on the 20th and 21st centuries
- Evaluate historical sources (internet, texts and primary sources) for content, origin, purpose and context

English

- Read a wide range of texts and media including novels, short stories, poetry, newspapers and magazines
- Critically analyse and reflect on visual, print and non-print texts
- Develop strategies for writing
- Write for a variety of purposes

Assessment

A variety of formative and summative assessment tasks are used during the year. They include:

- Scrapbooking current and historical events and people using a variety of note taking techniques
- Keeping Learning and Reading Journals
- Writing for a range of purposes and audiences
- Inquiries and presentation of new understandings
- Reports
- Tests
- Demonstrating mastery of ICT
- Term 4 Exhibition – Night of Decades

The assessment tasks are used to measure the development of critical thinking and analytical skills.

What Lifetimes? What Learning? (2WL) – Science

Origins of the Universe, Earth and Life

Science provides us with one view of the world around us – a view that changes as our knowledge and understanding of how science evolves. Science is a human process, influenced by and influencing social values. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage. Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the biological, physical and technological world.

In Year 8 students will undertake an extended investigation into space and the universe including an excursion to a Martian Biodome. They will inquire into the geological process that affects our planet and give consideration to the evidence supporting evolution and natural selection. The year culminates with a physics-based STEM project designing and testing billy cart models which will see collaborative student groups develop full-sized, functional billy carts.

Provocation:

The changing explanations of science have advanced our understanding of nature.

Scientific discoveries have contributed to significant changes in society.

An inquiry into:

- Theories explaining the beginnings of the Universe
- Our place in that Universe and how views have changed over time
- The formation of the Earth, plate tectonics and geological processes
- Evolution. Specifically, how transformations developed over the course of billions of years have led to life as we know it
- STEM learning. To investigate physics content that energy appears in different forms including kinetic and potential energy
- How billy carts demonstrate that energy can change from one form to another

Learning focus

The curriculum helps and encourages students to:

- Develop knowledge and skills central to the different disciplines of science to become scientifically literate global citizens
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, monitoring and observation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- Develop attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences

Assessment

A variety of formative and summative assessment tasks are used during the year. They include written reports, oral presentations, field work investigations, student designed experimental investigations, formal experimental reports, class discussion and topic tests. These assessment tasks are used to diagnose and demonstrate student understandings and learning of scientific and environmental concepts and development of scientific inquiry and critical analysis skills.



What Lifetimes? What Learning? (2WL) – Mathematics

We need to understand our world – Mathematics is a tool that gives us the ability to make more sense of our environment and the world we live in. The understanding of a variety of Mathematical concepts allows us to begin to describe our world. Patterns, procedures and processes and problem-solving help us form views of the world.

Provocation:

Mathematics empowers us to make sense of the world around us.

An inquiry into:

- The real number system that guides all mathematics
- Application of exponents
- The interpretation of formulas and graphs
- Developing relationships between variables
- Using algebra to solve real world scenarios
- Ratios and rates
- Measurement of space and polygons
- Probability and statistics
- Developing problem solving strategies

Learning focus:

The mathematics curriculum helps and encourages students to:

- Develop knowledge and skills central to number, space, measurement, chance and data, structure and working mathematically
- Apply knowledge of mathematics and understanding of some key mathematical concepts to interpret and explain real life situations
- Develop and use the skills of mathematical skills, investigate, reason and analyse information, find solutions and manipulate symbols
- Display mathematical knowledge and information in a variety of ways
- Communicate mathematical understanding in appropriate mathematical language to a range of audiences
- Mathematic Skills:
- Students utilise skills in the context of problem-solving tasks, activities using Mathspace, calculator activity, a real outdoor application, spreadsheet multi-function calculations and dynamic geometry software investigation.

Assessment

A variety of formative and summative assessment tasks are used during the year. They include research projects, problem solving investigations, analysis of information, written reports, oral presentations, class discussion, and topic tests. These tasks are used to evidence student understanding and learning of mathematical concepts and the development of their problem-solving skills.

Physical Education

Physical activity, sport and recreation play an important role in the lives of all Australians. By providing opportunities for challenge, personal growth, enjoyment and fitness we encourage our students to foster their personal sustainability and thrive physically so that they can grow and develop. Physical Education promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Provocation:

My mindset can help me find my own 'best way' through each particular moment.

- Understanding connections provides us with opportunities.
- Sports that require transference of skills and adaption of strategy challenge our ideals and stretch us.
- For every action there is an equal and opposite reaction.

An inquiry into:

- Addressing personal fitness and related health issues
- Developing motor skills to improve performance
- Participating and competing in games and sports to promote understanding of fair and competitive interaction
- Application of skills in games to embed technique under performance standards

Learning focus:

- Safe practices in physical activity
- Engagement in physical activity
- Development of fitness and physical attributes

Assessment

A variety of formative and summative assessment tasks are used during the year. They include demonstration of mastery of skill elements in individual units and the formal testing of fitness three times per year.



Personal Sustainability

When we hear the word 'sustainability', we tend to think in terms of the environment and natural resources. But sustainability principles are equally relevant to other parts of our lives, including our health, happiness and collective wellbeing.

Personal Sustainability is the ability to live fully in the present without compromising the future. This is about how you communicate and relate within a community. It also requires developing a knowledge base, which allows you to minimize your "footprint," while maximising your own health and sense of joy. It starts with how you treat yourself. How you cultivate this inner world will then affect what radiates out to your personal space and family, friends and school relationships. Finally, your external actions will affect your community and our shared world.

In Year 8, students will learn to understand the importance of their own and other's values in everyday decision making. Mental health, helpful thinking and self-talk, emotional recognition and problem-solving strategies will be the focus in Term 2. Students will also consolidate on their understanding of the changes that occur during puberty and the reproductive system and consider contraception and STIs within a social context of a range of relationships. They will further develop an understanding of illegal drugs and make informed decisions in regard to their own health, adopting a harm minimisation approach.

This curriculum is also linked to the study of Ethics, which is woven into all of the units that are presented. Students understand how Ethics is defined and learn some principles of ethical decision making. There are explorations of ethical dilemmas and varying perspectives that can arise from these, with the concept of a moral compass discussed through role models in society, past and present. This knowledge is then applied to their own decision making. The course then concludes with the Night of Decades, with a group investigation into the ethical impacts of a drug in students' decade of choice.

Provocation:

- How do we maximise our own personal sustainability?
- Knowledge empowers us to make positive, principled and reflective choices in our lives.

An inquiry into:

An area of interest relating to topics covered in this course

Learning Focus:

The Personal Sustainability unit helps and encourages students to:

- Develop knowledge and skills central to values and personal identity
- Develop knowledge and understanding of how our bodies develop with an emphasis on reproductive health
- Create an understanding of Illegal drugs through a harm minimisation approach
- Develop an understanding of mental health and positive thinking strategies

Assessment

A variety of formative and summative assessment tasks are used during the semester. They include research investigations, written reports, tests, oral presentations, infographics and class discussion. These assessment tasks are used to demonstrate student understandings and learning of health education concepts and development of effective decision-making skill.

Languages

Students continue to study the language chosen in Year 7.

Japanese

Provocation:

Language and culture change over time but values and traditions are honoured and maintained.

An inquiry into:

- Significant events and dates in Japan
- Japanese diets and how they have changed over time
- Japanese sports and leisure activities, past and present
- Daily activities in Japan and Australia

Learning Focus:

- Development of literacy and communication skills
- Extension of students' knowledge of *Katakana* and *Kanji* script
- Development of language and intercultural skills to foster global communication
- Encouraging students' ability to reflect on the form and function of language
- Encouraging students to take risks and develop effective language learning strategies
- Exposing students to discover the culture of Japan, people's values and traditions and the country's historical perspective
- Developing greater tolerance and appreciation of others

Assessment

There are two main areas of language assessment in Japanese, Communicating and Understanding, in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students' understanding of Japanese language and culture.

French

Students explore youth culture, trends and traditions of France as well as one major Francophone country, Canada. They develop their language skills further to communicate in everyday situations. Language structures are taught inductively; students are involved in detecting and noticing patterns and working out rules for themselves. As in Year 7, students have access to web-based programs to enrich and extend their language learning experience.

Provocation:

- New cultures help us develop different perspectives on how we should live our lives.
- Food plays an active social role within the community and is transmitted from generation to generation as part of its identity.
- The French language transforms itself to reflect the speaker and the country.
- Friends are an important part of our lives.

An inquiry into:

- Teenage daily life and culture over time
- Friendship
- Rhyming patterns through poetry and raps
- Canada: Quebec and Montreal
- Food



Learning focus:

The French curriculum helps to:

- Foster students' ability to think and reflect about the workings of the French language, as well as their own
- Developmental flexibility and problem-solving strategies
- Develop language and intercultural skills to allow global communication
- Develop literacy and communication skills
- Expose students to discover new worlds and cultures
- Allow students to become more knowledgeable and tolerant global citizens

Assessment

There are two main areas of assessment in French, Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this.

YEAR 9 – DISCIPLINE-BASED LEARNING IN THE INTEGRATED PROGRAM

English

This is the first year of students studying English as a distinct discipline. The focus is on developing student's ability to critically reflect on issues through reading, writing, viewing, speaking and listening, as well as managing their personal learning in the most effective way. Students will study a number of texts, both in film and print to achieve the outcomes for this course. Students will also need to perform under timed conditions in an Examination that will take place in Term 4. NAPLAN testing in literacy will also give students opportunities to challenge their use of spelling and language conventions.

Semester 1

Provocation:

Human societies have an unavoidable impact on our behaviour and our happiness.

An inquiry into:

- Different dystopian societies and their characteristics – both fiction and non-fiction
- The influence of society on adolescents and adults and the choices they make
- The ethical dilemmas inherent within decision making
- The language of film analysis

Learning Focus:

Students will:

- Use a range of texts to explore ideas and issues
- Write for a number of purposes, including personal, creative and persuasive writing
- Investigate themes arising from the texts studied
- Present an analysis of a film scene

Semester 2

Provocation:

Humans are more inclined to kindness than to cruelty

An inquiry into:

- The concept of morality and whether there is an innate human nature.
- The use of language in creating effective and confident writing and the use of metalanguage to explain language choices
- Responding creatively in a variety of ways in responses to mentor texts and stimulus material
- Using language to persuade

Learning Focus:

Students will:

- Revisit skills introduced in Semester 1
- Explore different methods used by writers to engage an audience and communicate ideas
- Make connections between texts

Assessment

Students are assessed in a variety of ways including classroom observations and discussions, oral presentations, personal writing, creative writing, analytical essays, character mapping and analysis, examinations and self-assessment.

Mathematics

Year 9 Mathematics provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. The course is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems. Each of the units in our program are based on the Victorian Curriculum standards and we adopt the ‘working mathematically’ approach to problem solving as advocated by The Mathematical Association of Victoria.

Provocation: Mathematics empowers us to make sense of the world around us.

An inquiry into:

- Applying number concepts through Mathematics
- Mathematical literacy
- Studying design through 2-dimensional Geometry and Measurement
- Calculating inaccessible distances using Pythagoras and Trigonometry
- Predicting likelihood through Probability
- Modelling and solving real problems through Linear Graphs and Equations

Learning Focus:

The mathematics curriculum helps and encourages students to:

- Solve real problems
- Learn and apply mathematical skills
- Use technology to solve problems

Problem solving:

When we pose a problem to our students, they:

- Investigate the problem to collect and organise data about it
- Look in their strategy toolbox for problem solving strategies which could help
- Look in their skill toolbox for mathematical skills which could help
- Discuss and record notes and diagrams
- Seek and see patterns or connections in the organised data
- Make and test hypotheses based on the patterns or connections
- Check their answer and think about what else they can learn from it
- Publish their results, making predictions and inferences

Mathematics skills:

Students use skills in the context of a problem-solving task, a Number Fluency Task, a CAS calculator activity, a real outdoor application, or an investigation using appropriate technology.

Fluid Learning Groups

We have three mathematics groups, ensuring that students are engaged at their point of challenge.

Foundation Mathematics – Consolidating basic concepts and mathematical reasoning. Offering opportunities for greater success and achievement for students who have generally found mathematics difficult in the past.

Applied Mathematics – Consolidating basic concepts and exploring more complex aspects of each topic. Providing opportunities for a balance of success and challenge.

Advanced Mathematics – Extensively covering the most complex elements of each topic. Providing opportunities for challenge and best preparing students for advanced Mathematics subjects in Year 10 and beyond.

Students can move between groups if they need an increased or decreased level of challenge.

Assessment

Assessment is based on mathematical literacy, class work, homework tasks, problem-solving reports, investigations, formative classroom observations, assignments, quizzes, tests, CAS calculator functionality and examinations (Term 3).

Science

Year 9 Science is a year-long investigation which students will ask:

- How do we gain knowledge?
- Why we see some things as fact and others as fiction?
- What are reliable sources?

Students will investigate energy from a biological, chemical and physical perspective and consider how these relate to the world around them both now and in the future.

Provocation:

Without questioning what is around us now and in the future, how can one learn and create our own body of knowledge?

An inquiry into:

- Ecosystems and the biosphere – How do humans impact on our global systems and investigate the interdependent nature of human activity and the environment?
- Examining the movement of heat and light – Discovering whether there is a connection between energy and the biosphere and previously investigated systems
- Rates of reactions and chemistry – Students plan and create a student-led inquiry where they investigate combustion. Rates of reactions and surface area
- Human Energy – Examining energy production and the physical body

Learning Focus:

The Science curriculum helps and encourages students to:

- Develop inquiry skills that involve posing questions and finding conclusions
- Using known models and theories to understand and explain the world around them now and in the future
- Develop investigation skills including creating hypotheses and using data to form conclusions
- Communicate information in innovate and engaging ways
- Explore a range of scientific concepts across all areas of Science

Assessment

A variety of assessment tasks will be used including, reports, tests, an examination, building models, class presentations and the creation of both online and offline publications.

The Global Sustainability Program

All Years 9 students participate in The Global Sustainability Program. We are members of a global community, connected to the world by ties of culture, economics, politics and shared environmental concerns. These connections create powerful and complex challenges.

Enabling young people to participate in shaping a shared future is at the heart of global education. The emphasis of this program is not only on developing knowledge and understanding of major world challenges, but also promoting positive values and equipping our students with critical skills which prepare them to be global citizens. Students explore the dimensions of personal, socio-cultural, urban and technological and natural sustainability within a global context.

The Global Sustainability Program is designed to develop students' ability to think critically about their world and their impact on it. They begin by focusing on their own personal sustainability through examining their character strengths and values and progress to studying some of the big challenges that affect and connect us globally.

Student understanding is enhanced through experiential learning including exploring the diverse nature of Australian society through the City Week program. Then at the end of Term 3, Year 9 students enjoy the challenge of visiting a South East Asian country and learning about the culture during their *Make A Difference Experience*.

Enduring understandings:

- Achieving a globally sustainable world demands a paradigm shift
- Stories provide connections that shape a sense of belonging and identity

Various inquiries into:

- The interdependence of our world
- The aspects that determine cultural identity
- Connection between people and place
- Challenges of sustainability

Learning focus:

Students will:

- Examine the factors that contribute to the disparity between nations and some of the big challenges that impact on us globally
- Evaluate the social, historical, environmental, economic and political factors that connect Australia with the South East Asian region
- Make connections with people from different cultural groups

Assessment

Students are assessed in a variety of ways including: classroom observations and discussions, oral presentations, persuasive writing, field reports, reflective writing, examinations, self-assessment and a major exhibition at the end of Term 4

Languages

In Year 9, students continue with a more in-depth study of their chosen language. This year is also the first opportunity for students to experience a formal examination.

French

In the first half of the year, French students explore topics that are relevant to their City Experience in Term 2. In Semester Two time is devoted to preparing students for their first formal language examination as well as learning about topics of interest to young people such as entertainment, music, sport and hobbies. As in previous years, students have access to web-based programs to enrich and extend their language learning experience.

Every two years, Year 9 students will be invited to host a French exchange student for a period of approximately two weeks in Term 2.



Provocation:

French is around us: We can always find shared interests between France and Australia; you just have to know where to look.

An inquiry into:

- Clothing and fashion and their commercial and artistic importance
- Maintaining a healthy lifestyle through caring for our bodies
- Finding your way around the city
- Finding France in Melbourne
- The importance of the film industry and the way it reflects French life and culture
- Leisure and hobbies

Learning Focus:

The language curriculum helps to:

- Foster students' ability to think and reflect about the workings of the French language, as well as their own
- Developmental flexibility and problem-solving strategies
- Develop language and intercultural skills to allow global communication
- Develop literacy and communication skills
- Expose students to discover new worlds and cultures
- Allow students to become more knowledgeable and tolerant global citizens

Assessment

There are two main areas of assessment in French, Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this. Students in Year 9 also undertake examinations in Term 3.

Japanese

Provocation: Language, culture and life experiences shape identity.

An inquiry into:

- Teenage leisure, invitations and celebrations
- The Japanese school system
- Shopping experience in Japan
- Weather, seasons and climate
- Personal life experiences (Year 9 City Week and MADE trip)

Learning Focus:

- Further development of literacy and communication skills
- Further development of language and intercultural skills to foster global communication
- Encouraging students to take risks and reflect on language learning strategies
- Encouraging students to identify differences and similarities between their lives and the lives of others
- Exposing students to new ways of living, thinking and organising themselves
- Developing a greater tolerance and appreciation of others

Assessment

There are two main areas of language assessment in Japanese, Communicating and Understanding, in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students' understanding of Japanese language and culture. Students in Year 9 also undertake examinations in Term 4.

Physical Education

Physical Education aims to teach students motor skills and enhance student fitness as well as developing personal and social skills. In Year 9 our aim is to give the students a broad range of physical experience with the goal of finding activities that all students can enjoy and would feel comfortable being involved throughout all stages of their life. In this way we encourage the learning of new skills and continue to provide opportunities for discovery and growth.

Provocation:

- Self-improvement requires stretching yourself in areas that you are not familiar with.
- What must happen behind the scenes to make a game or competition work?
- The greatest success comes from overcoming the greatest barriers.

An inquiry into:

Understanding your physical capabilities and enhancing your fitness, while enjoying challenging activities

Learning Focus:

Learning about the link between skill development and enjoyment of physical activities

- Developing an understanding of your own body and its strengths and weaknesses
- Exploring the concept that self-belief is essential to performance
- Learning about the body and its strengths and limitations
- Make informed choices about physical output into adulthood

Assessment

Assessment is based on student participation in a range of activities and the enthusiasm that they bring to the course. Summative assessment is used in the units with associated performance tasks.

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