

TRINITY COLLEGE COLAC

JUNIOR CURRICULUM HANDBOOK 2019 (YEARS 7, 8 & 9)

VISION

Trinity College is a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.

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INTRODUCTION

This Curriculum Handbook provides valuable information to support students' subject and pathway choices.

When choosing a study course, students should ask themselves the following questions:

- **CONTENT:** What is studied in this subject? Refer to the description of the units in this Handbook.
- **INTEREST:** Will I like this subject?
- **ABILITY:** Will I manage this combination of subjects?
- **FUTURE:** Will this combination of subjects lead me to a job that I may find appealing?
Are there any subjects that may be prerequisites for university courses in which I am interested?

Students are also advised to discuss their ideas about future careers with as many professionals as possible. They should also investigate websites such as the VCAA website and the VTAC website. This extra information will help students make an informed decision about their future pathways.

When investigating which subjects to select, students should:

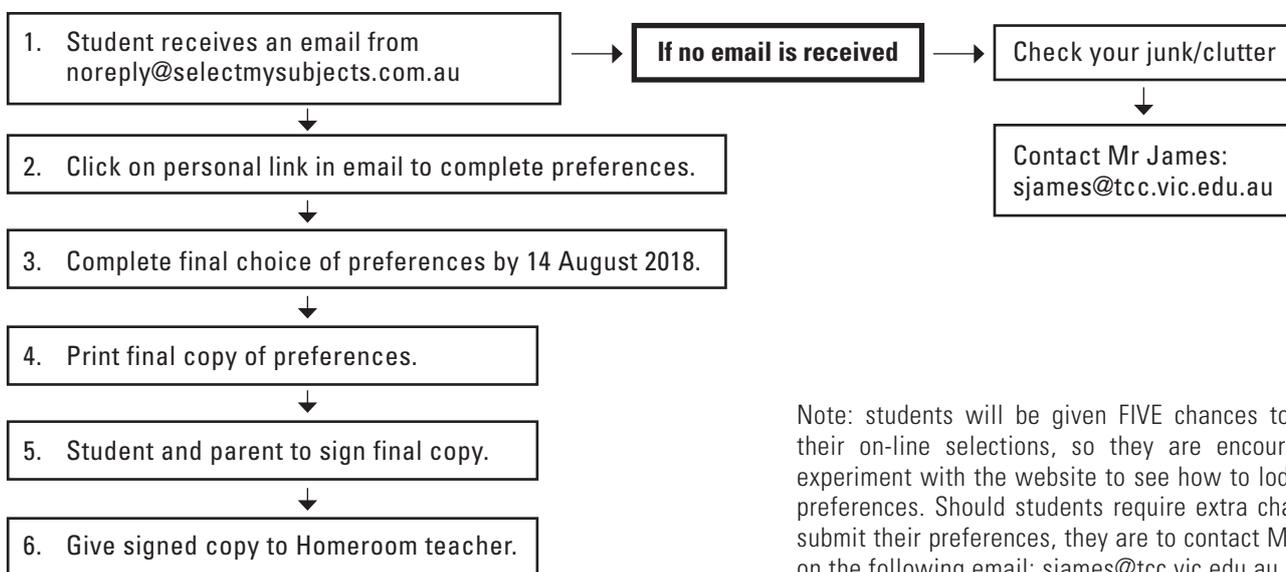
- **READ** this book thoroughly: use the year level grids in the handbook to examine possible preferences.
- **ASK** relevant questions: conduct research, visit websites (universities, VCAA and VTAC)
- **BE OPEN** to advice: discuss options with family, with teachers and with professionals.

Our Trinity College timetable is designed to offer our students the best subject choice possible. This means that subject units which run in the future will be determined by student demand as well as the viability of such demand at our College.

LOGGING SUBJECT PREFERENCES FOR 2019

Students will attend Information Sessions as listed below to receive additional information about the subject selection process. Further information will also be detailed on the College newsletter, thus families are encouraged to regularly read this important means of communication between the College, parents and students.

After the information sessions, students must follow this procedure to lodge their subject preferences for 2019 online:



Note: students will be given FIVE chances to submit their on-line selections, so they are encouraged to experiment with the website to see how to lodge their preferences. Should students require extra chances to submit their preferences, they are to contact Mr James on the following email: sjames@tcc.vic.edu.au

IMPORTANT DATES

21ST AUGUST 2018 (HOMEROOM)	Distribution of Curriculum Handbook to current students in Years 7 and 8
21ST AUGUST 2018 (PERIOD 7/8)	Subject Selection Session for Year 7 students
21ST AUGUST 2018 AT 7:30PM	Parent Information Evening for current Year 8 students: this session is important for a clear understanding of the new project-based learning programme to be implemented in 2019.

30TH AUGUST 2018 (MIDNIGHT) DUE DATE: Online subject preferences close for current Year 7 and 8 students

At Trinity College, we remain committed to assisting all students in their pursuit of academic excellence and relevant future pathways.

LEARNING AREAS AT TRINITY COLLEGE

The curriculum at Trinity College is divided into eleven learning areas. Within each of these learning areas, there are various subjects as listed below and described in more detail throughout this book.

THE ARTS: PERFORMING ARTS: DRAMA, MUSIC

The Performing Arts subjects are fundamental to the learning of all students. Performing Arts makes a distinct and unique contribution to each young person's ability to perceive, imagine, create, think, feel, symbolise, communicate, understand as well as to become confident and creative individuals. The Performing Arts at Trinity College can be broken into two strands: Music and Drama. These strands will provide all students with the opportunity to imagine and creatively engage, personally and collectively, within their real and imagined worlds. Music and Drama assist in developing identity, confidence, social participation and inclusion. Units explore cultural diversity and indigenous cultural heritage in line with national curriculum.

THE ARTS: VISUAL ARTS: ART, GRAPHICS

Involvement in Visual Arts is an important part of our lives. We can use the arts to express our emotional, social, cultural, political and religious beliefs and we learn to appreciate experiences of others through their expression in one or other art form.

Visual Arts at Trinity College can be broken into two strands: Art and Graphics. Within these strands, students learn to express and communicate their feelings; this provides them with opportunities to gain a sense of their social and individual identity. Students learn ways of experiencing, developing, representing and understanding emotions, values and cultural beliefs. They learn to take risks, be imaginative, question, explore solutions, share opinions, develop, practise and refine techniques to help in the development of their own art works and the understanding and appreciation of the work of others.

DESIGN AND TECHNOLOGIES: FOOD, TEXTILES, WOOD

This learning area emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity can be described as applying imagination and lateral and critical thinking throughout design and development processes. Design is a vital step in transforming ideas into creative, practical and commercial realities. Designing and its application involve planning and organising production, and evaluating products in a real context.

Food units offer students a chance to approach food as a material. It gives students the opportunity to extend practical skills, knowledge associated with the sensory and physical properties of food and implement the steps associated with the design process. Students will learn to investigate, design, produce and evaluate practical classes.

Included in the Textiles units are basic methods of sewing, the use of the sewing machine, garment construction and how to make it fit, along with many crafty ideas that will enable students to demonstrate their ability to design as an individual. Textiles is a 'hands-on' practical skill learning area that provides a sound grounding for further studies in this area, as well as pursuing future recreational activities.

The units offered in Wood were created to provide as wide a range of design and construction experience as possible, focusing towards furniture design. In each unit the student will be guided through a variety of processes and techniques which will include the following criteria:

Each unit will provide the student with the opportunity to experience success and enjoyment by developing courses of work appropriate to their individual level of skill and interest.

DIGITAL TECHNOLOGIES

Digital Technologies is the hardware and software that enables data to be digitally processed, stored and communicated. Digital Technologies can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others. Digital Technologies aims to expose students to a wide range of media and technologies. These include the use of computers, printers, scanners, various cameras and responsible use of the Trinity email and intranet system as well as the internet.

ENGLISH

English focuses on a study of Language and how it works, an appreciation of Literature in its various modes, and the development of skills for Literacy in our world. The importance of consolidating basic literacy skills is a focus through skills units and homework sheets. The Year 7 to 10 curriculum links directly to the VCE English Units, ensuring students are equipped with the skills required to study and respond to texts and communicate effectively in both oral and written forms. A Literature elective and a film elective in Year 10 are available to allow students who excel in English to further enhance their studies of English.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education (HPE) programme at Trinity College will contribute to students becoming self-confident, independent, disciplined, healthy and physically fit.

Students in Years 7 to 10 will study units of Health and Physical Education during the year.

Assessed HPE learning areas will include: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, lifelong physical activities, rhythmic and expressive movement activities.

THE HUMANITIES: CIVICS AND CITIZENSHIP, ECONOMICS AND BUSINESS, GEOGRAPHY, HISTORY

Humanities is a broad area of learning which draws upon the areas of Civics and Citizenship, Economics and Business, Geography as well as History. Beyond Secondary Education, the Humanities Learning Area offers strong job prospects and many university options, including studying Commerce, Law, Politics, Accounting, International Business and Economics – these courses can lead to many successful career paths in both the private and public sector.

LANGUAGES

In studying a Language, a student has the opportunity to participate in simulated and, where possible, real situations related to the practical aspects of everyday life.

The Language programme at Trinity College enables students to:

- communicate in this language through reading, writing, listening and speaking activities;
- enhance their understanding of culture and language;
- develop an appreciation of Australia as a country with a diversity of languages and cultures;
- gain access to a range of post school options.

MATHEMATICS

Mathematics pervades all aspects of our lives: as citizens, in our homes and in the workplace. It has applications in all human activities and provides a universal way of solving problems in diverse areas such as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics enhances both our understanding of the world and the quality of our participation in Australian society. Under the Victorian Curriculum in the Mathematics Learning Area, students in Years 7- 10 complete work from three areas of study: (i) Number and Algebra, (ii) Measurement and Geometry and, (iii) Statistics and Probability.

In Years 7-9 Mathematics is taught using Maths Pathway, a computer-based program which creates an individual learning experience for every student. Students access content in a variety of ways: Differentiated lessons for every student, regular one-on-one feedback sessions, small group instruction and regular rich learning and project work which all help to provide each student with the opportunities to help them develop a deep understanding of what they are learning. The key to Maths Pathway is each student is able to work at their own level, allowing students to progress at the rate that best suits their individual learning needs.

LEARNING AREAS AT TRINITY COLLEGE - CONTINUED

RELIGIOUS EDUCATION

The Religious Education of students at Trinity College is developed through being part of a community whose life, values and aims are centred upon the inspiration taken from the Gospel of Jesus Christ and the teachings of the Church.

The central aim of the Religious Education Programme is to foster in students the following four aspects of human life:

- awareness of SELF
- awareness of OTHERS
- awareness of THE WORLD
- awareness of THE FAITH COMMUNITY

The programme seeks to teach the content of the Catholic faith in a way which contributes to understanding and provides opportunities for students to respond in faith. Through immersion of students in the life of the school they can experience the values of a Christian community and will also be given the opportunity for participation in prayer and worship. The programme develops religious literacy, incorporating an appreciation, understanding and desire to know more of the Catholic/Christian tradition, including the symbols and rituals of the community.

The content of the Religious Education Programme at Trinity College:

- is based on the sources of our faith;
- is faithful to the teachings and practices of the Catholic Church;
- reflects the Core Values, Mission, and Vision of the school;
- is sequential and allows for a deepening of understanding, knowledge and experience.

The Religious Education of students at Trinity College uses, as its primary framework for course structure, the Awakenings Programme as recommended by the Catholic Education Office Ballarat. This programme draws from and incorporates the many rich developments in Religious Education over recent decades, providing opportunities and understanding relevant to the individual student, taking into account the needs, interests, abilities, cultural backgrounds and stages of development of students.

SCIENCE: AGRICULTURE, BIOLOGY, CHEMISTRY, PHYSICS, PSYCHOLOGY

A major goal of Science education is to develop citizens who are capable of engaging in informed debate about Science and its applications.

A fundamental goal for Science education is to stimulate, respond to and nourish curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

It is becoming increasingly important that students understand scientific challenges and redirections, and the implications of these for their own life choices, the environment and the community (local and global) in which they live. Science extends our understanding beyond what affects us to include what we cannot see, feel, hear or touch but can only imagine.

Increasing emphasis will be placed on the role of science and the work of Australian and other scientists in addressing issues of sustainability at a local and global level. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

ASSESSING AND REPORTING

Our Assessment Policy and our Reporting Policy reflect the philosophy of a Catholic School, as framed in the Trinity College Core Values, Vision and Mission. These policies aim to recognise the Gospel values of community, hope, justice and dignity for the individual.

ASSESSMENT

There are several reasons why we assess student learning, including:

- to improve student performance and achievement. Teachers will provide feedback on assessment tasks to support students' learning, including comments regarding areas for improvement and further development.
- to help students' monitor their own progress and development, including reflecting on their strengths, areas for improvement and future learning goals.
- to assist teachers in making judgements on student achievement against goals and standards.
- to inform teaching practices and identify gaps in student understanding.
- to monitor the effectiveness of educational programmes and processes.

REPORTING

Reporting is the process of communicating the assessment of a student's development to students and their parents by providing constructive feedback, to assist growth and understanding.

The confidential nature of reports is respected at all times. In addition to formal reports and assessment task feedback, we provide oral reports at Parent-Teacher-Student interviews and on other occasions as required.

The report format will follow the assessment and reporting requirements as set out in the Victorian Curriculum F-10.

VICTORIAN CURRICULUM F-10 - REPORTING FOR ALL YEAR 7-10

The Victorian Curriculum Foundation - 10 (F-10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The College's end-of-semester student reports includes a course description, work practices, assessment task grades and a comparison against the Victorian Curriculum standards. These reports are available via the Parent Access Module (PAM) at the end of each semester.

During the semester, assessment task grades and teacher comments will be available via PAM. In this way, teachers will provide timely and directed comments to students and parents to improve learning outcomes. This means that there will be no written comments on the end of semester reports.

When reporting on the student's work produced, such as assessment tasks, an A-E reporting scale is used. For consistency, the same scale is applied across the whole school. This scale is shown here.

TRINITY COLLEGE GRADING SCALE

90-100%	A+
80-89%	A
75-79%	B+
70-74%	B
65-69%	C+
60-64%	C
55-59%	D+
45-54%	D
35-44%	E+
25-34%	E
0-24%	Ungraded

PARENT ACCESS MODULE (PAM)

The Parent Access Module (PAM) provides parents with information on a range of areas relating to their child's education, including homework, assessment tasks, school reports, attendance, Parent-Teacher-Student Interviews, the College's daily messages and upcoming events.

To access PAM, parents will need a computer, tablet or handheld device (such as a smartphone) with internet access. To login, the parent/guardian must enter the username and password provided by the College. Should parents forget their password, it can be reset for them by contacting the College office.

STUDENT TIMETABLE: This option displays a full student timetable for the current cycle, a complete list of the student's classes and teachers, as well as the start and end times for all periods.

STUDENT ASSESSMENT AND REPORTING: Student reports will be available once they have been released by the College. Parents can view and print current and previous year reports for students from this section.

LEARNING AREAS: Parents can log in to PAM to see their child's homework and current assessment tasks. For assessment tasks, parents will be able to see the description of the current task and the due dates. Comments will also be available via PAM when the task has been completed and marked by the teacher. This provides timely feedback to parents and can generate discussion points for the Parent-Teacher-Student interviews.

OVERVIEW OF CURRICULUM

Trinity College delivers a curriculum for its students through stages: **Junior School (Years 7 and 8)**, **Year 9** and the **Senior School (Years 10, 11 and 12)**.

Subjects at Trinity College are based on a timetable structure of a ten-day cycle, five periods per day, each of an hour duration. For every year level, in the ten-day cycle, there is also:

- one period allotted to iLEap, which focuses on skills such as literacy, numeracy and pathways as well as a Pastoral Care programme
- one period for a year level or a College assembly.

Junior students (Years 7 and 8) study their core subjects in their homeroom groups. In order to enhance the breadth of their schooling, students have the opportunity to progressively choose electives from various learning areas.

Students in Year 9 are offered a variety of subjects across the learning areas and have a greater selection on offer compared to Year 8 students. This enables students to start mastering skills to get a sense of subjects they may like to pursue in the senior school.

Our senior school starts in Year 10, with students able to access a Victorian Certificate of Education (VCE) or Vocational Education and Training (VET) subject in addition to their core subjects and elective options. The Year 10 curriculum prepares students for the pathways of VCE or for the Victorian Certificate of Applied Learning (VCAL). Students in Year 11 and 12 complete either the VCE or VCAL pathway. Details of the various VCE and VET subjects are contained elsewhere in the Curriculum Handbook.

LEARNING ENRICHMENT

Learning Enrichment is provided to any student who is identified as benefiting from extra assistance. Teachers and learning support officers have on-going training to provide support for students with various educational and social emotional needs.

Support is offered within the classroom and the students may also be withdrawn from the classroom to work individually or in a small group setting and to focus on relevant skills to help them achieve individual goals set by the subject teacher.

Measurable programs are used specifically at literacy and numeracy. Diagnostic testing is used to determine alternative programs for particular students. When necessary, referrals are made to the Catholic Education Office for further testing and to engage other professional help. Regular contact is maintained via email, telephone or parent meetings in the development of students with special learning needs.

We work collaboratively to provide a planned individual approach to benefit the student and their needs.

YEAR 7 @ TCC

Year 7 is a foundation year for secondary school students. All Year 7 students will study the same **CORE** units over two semesters in all of the learning areas. These core subjects will be taught in the students' homeroom groups to allow for a smoother transition from primary schooling. The period allocations for the core subjects within the ten-day cycle are listed in the table below.

Additionally, Year 7 students will study all the **ROTATION** units. Students will study these rotation units throughout the year so that each student will experience each learning area. Each rotation unit consists of 8 periods in the College's ten-day cycle.

		SUBJECT	Periods per cycle
C O R E	Religious Education		4
	Digital Technologies		2
	English		8
	Health and Physical Education	Health	1
		Physical Education	4
	Humanities		6
	Languages: Indonesian		3
	Mathematics		7
	Science		5
R O T A T I O N S	Art		Students rotate these classes throughout the year so they get to sample each learning area (8 periods in a ten-day cycle)
	Drama		
	Food		
	Graphics		
	Music		
	Textiles		
	Wood		

CORE SUBJECTS

RELIGIOUS EDUCATION

The aim of Year 7 Religious Education is to present to students opportunities to further explore and grow in awareness of their spiritual development.

As part of the Diocesan Religious Education Curriculum “Awakenings”, students are introduced to Units on “Jesus Christ”, “Sacraments”, “Christian Life” and “Christian Prayer”.

Assessment in Religious Education, as in other areas of the curriculum, is based on classroom participation, assignments, class work and the student’s overall progress.

In addition, students attend Trinity College liturgical celebrations and participate in class-based prayer.

DIGITAL TECHNOLOGIES

The Year 7 Digital Technologies programme focuses on computing skills and media arts. Students explore cybersafety and digital citizenship. They learn coding skills and data management. Students also analyze media and film. They finish the year by producing their own short film.

Students also learn how to connect to the school’s network and how to use their devices. Students will use the skills gained in this elective in their other subject areas.

ENGLISH

Year 7 English is a stimulating program aimed to develop the reading, writing, speaking and listening of all students.

The units studied encompass a variety of texts, such as novels, films, newspapers and poems. Students work on units based on the Victorian Curriculum Language Modes of: Reading and Viewing, Writing, and Speaking and Listening, as well as the following three Australian Curriculum English areas:

Language: consolidating and extending spelling, grammar and vocabulary.

Literature: studying texts which engage students with contemporary and historical issues.

Literacy: developing the oral language use and written communication skills of each student. Homework consists of text-based assignments, skills work, weekly skill-based homework sheets and the reading of texts for class.

Class texts include Red Dog and Hitler’s Daughter.

Wider reading is encouraged and students are invited to visit the library to stimulate and fuel their reading.

HEALTH AND PHYSICAL EDUCATION

The health and physical education program is devoted to maximising student participation to ensure they develop the key skills and knowledge for a healthy life. Students participate in a wide range of activities from within the following classifications: Games and Sports, Challenge and Adventure Activities, Lifelong Physical Activities and Rhythmic and Expressive Activities. Typical sports and activities include: netball, football, basketball, badminton, bat tennis, European handball, cross country, athletics, softball, tchoukball, soccer, gridiron, volleyball, skittles and dodge ball.

Students study a different theory unit each semester. Semester one’s topic is nutrition, while the semester two focus is on the mental and physical benefits of activity.

Trinity College is a member of School Sport Victoria and, at various times throughout the school year, the students will have the opportunity to represent Trinity at the following sports: swimming, tennis, athletics, cross country, clay shooting (Swan Hill), basketball, netball, Super 8s cricket, golf and football.

Students are required to wear the correct house or Trinity College sport uniform to physical education classes and representative sport.

CORE SUBJECTS – CONTINUED

HUMANITIES

The study of Humanities is vast, drawing on a number of curriculum bases to help students study society, civilisation and culture. Humanities is broken into four components:

- Civics & Citizenship
- Economics & Business
- Geography
- History

We build capacity within students to grow skills and develop knowledge using a number of activities and methods. These fundamental skills include:

- Critical thinking
- Team work
- Creativity
- Problem Solving
- Resilience

Underpinning our work is the aim to improve literacy and numeracy skills. We do this by offering our students the opportunity to participate in a number of activities that help them grow. Students examine, analyse and question a number of sources including artefacts, photographs, maps, stories, special events, media, site visits and electronic media. Students learn to form considered views and conclusions based on evidence and to present those views and conclusions in a variety of ways. Humanities is a subject that looks at our society and civilisation, where we have come from, where we may be heading, and asks the simple question: why?

INDONESIAN

The study of Bahasa Indonesia develops students' skills in understanding and using the language of a country which is one of Australia's closest neighbours and is the fourth most populous country in the world. Links between Australia and Indonesia have been strengthened in recent decades in areas such as tourism, education and business. The study of Indonesian promotes the strengthening of these links. The acquisition of a second language provides students with greater opportunities in employment as global citizens.

Year 7 students study topics that are relevant to their world: introductions, greetings, transport, numbers, schooling, family relationships, colours and Indonesian landscapes. Indonesian culture and grammar are an integral part of these topics, as are the acquisition of communication skills in reading, writing, speaking and listening.

MATHEMATICS

Students in Year 7 will be using the Maths Pathway program during Mathematics. This is an online program that quickly establishes each student's ability level across all Australian Curriculum descriptors via diagnostic testing.

The Maths Pathway program is individualised for each student and allows them to work at their current level, effectively differentiating the curriculum. The aim for students is to achieve competency across all strands of Mathematics, including Number and Algebra, Measurement and Geometry and Statistics and Probability, working at their own level. Students have the power to choose which topics they work on, with all topics completed over the course of the year. Each work module includes a video tutorial and a work sheet to complete.

Students complete a fortnightly test which is generated by the Maths Pathway program based on the content studied in that time period.

A key focus for the students is the link to the real world. Students will regularly complete a 'Rich Task' which involves problem solving and application of the skills they have learned.

SCIENCE

This introductory unit of Science aims to help students develop an understanding of the world around them. Students learn how to articulate scientific terminology and use laboratory equipment in a safe and effective manner. Through inquiry-based activities, a framework is established that encourages students to become critical, analytical and independent thinkers.

This course encourages students to build their curiosity and equips them with the skill base to independently use scientific understanding and processes to find answers to their questions.

Specific areas of study include classification, ecology, mixtures, forces and machines. The 'Ecosystem' unit focuses on habitats and the organisms within them, food webs and their influences, as well as endangered and introduced species. The 'Forces' unit examines the classification and measuring of forces and the effect of forces on objects.

ROTATIONS

ART

The Art program in Year 7 has been designed to encourage students to create, make, explore and respond. The unit includes designing, painting, drawing, clay and the introduction and study of the elements and principles of art. The unit strives to build curiosity and self esteem in young people's approach to the visual arts and their personal development, as well as developing an interest in indigenous and other cultures and their influences. Students build on their awareness of how artists and designers realise their ideas through different visual expressions. Assessment includes all completed art pieces and a work book.

DRAMA

The Year Seven Drama unit is designed to give the students a taste of Performing Arts and introduce them to the basic skills and techniques required to perform. Throughout the unit, students will develop skills in movement, voice, body language, improvisation and script writing.

The aim of the unit is for students to work together in groups to create their own performance. Utilising the skills they have refined throughout the unit.

FOOD

The Home Economics curriculum is structured to give students an understanding of food and nutrition whilst building skills and proficiency in the kitchen.

In addition to practical skills and safety procedures, students explore a wide variety of kitchen equipment and will acquire self-confidence and a pride in their work. Our programme aims for the greatest possible growth of each student in every aspect of kitchen craft and in obtaining knowledge and skills in food preparation.

Assessment includes a combination of practical exercises, theory based tasks and the student's general attitude to their work.

GRAPHICS

The Year Seven Graphics Program has been designed to give students an introduction to the use of drawing as a communication tool. Students will learn some basic rules and conventions involved in setting up pages, presentation and organisation of a folio of work. This program will cover instrumental and freehand drawing and give students the opportunity to explore a range of drawing techniques.

Students will be encouraged to be creative and confident with their drawings and with participation in class discussion. As a class, we will look at and discuss a range of existing visual communications which we see in everyday life and learn to recognise and identify the various purposes and intended audiences of these.

MUSIC

Music in Year 7 involves listening, creating, performing and discussing music. Students will learn the basics of music notation and theory. They will listen to different styles of music, from classical to modern, and discuss how they are created. Students are also introduced to the instruments available for tuition at Trinity.

TEXTILES

Textiles involves acquiring practical skills and learning about the processes, design and final production of an article. Students are taught to use a sewing machine, how to read a pattern and to follow other instructions as required to successfully complete their selected item. Classes work through processes which gradually become more complex as they develop many new and more sophisticated techniques. Students in junior levels design and create a range of articles which involve hand-stitching and basic machining.

WOOD

Woodwork aims to introduce, develop and fulfil each student's potential through direct experience and skill development. In a productive and positive environment, students learn safe and proficient working habits, with an emphasis on a responsible but creative attitude. We encourage problem-solving techniques and independence so that students are able to design, plan and construct projects to their ability. Students develop co-ordination where they are able to accurately and confidently use hand tools, procedures, static machines and small portable tools.

YEAR 8 @ TCC

The Year 8 curriculum is a progression from their Year 7 studies. Year 8 students will continue to study their core subjects in their homeroom groupings, similar to their Year 7 curriculum. In addition to the core subjects as listed below, Year 8 students have a choice of five 'elective' subjects over the year. The following pages in this section of the handbook contain learning area descriptions of the available Year 8 units, which should assist students in making informed decisions about their choice of electives.

CORE SUBJECTS

All Year 8 students will complete the core subjects, with the period allocation within the ten-day cycle as listed below.

		SUBJECT	Periods per cycle
C O R E	Religious Education		4
	Digital Technologies		3
	English		7
	Health and Physical Education	Health	3 periods per cycle for one semester
		Physical Education	3
	Humanities		6
	Languages: Indonesian		2
	Mathematics		8
	Science		6

YEAR 8

CORE SUBJECTS

RELIGIOUS EDUCATION

This course consists of four units. Each unit develops a strand of the Awakenings Programme.

1. God: Jesus, the Human Face of God

Students will examine how Jesus, Word made flesh, reveals to us the human face of God. Jesus shows us what it means to be in loving relationship with God and with each other. Jesus shows us who God is and what it means to be human.

2. Church: How do we Experience Community?

In this unit students study the development of the early church and the experiences of the Christian community. After studying the early church, the students critically reflect upon their local church and consider ways of expressing the ideals of the early Christian community in today's world.

3. Scripture: The Covenant Unfolds

This unit introduces and explores the origin and structure of the Scriptures. Students examine the nature of the covenant between God and the chosen people and reflect on the impact of the living of that covenant on their own lives and on their relationship with God. The Scriptures are investigated in terms of the prevailing social, geographic and political settings from which they arose.

4. Religion and Society: Why are there differences in the World?

Students explore the meaning of religion and the place of religious practice in life. Human beings are drawn towards the search for answers to fundamental questions such as the meaning and purpose of life.

DIGITAL TECHNOLOGIES

Computers are integral to modern communication and consumption of media. They allow vast amounts of data to be effectively inputted, stored, organised and manipulated. This course encourages students to develop skills and knowledge relevant to the input and management of data, programming and develop understanding of applications used to communicate effectively. Computer hardware is also explored. Students will use a range of software in an integrated manner.

The software includes;

- Adobe Design Suite
- Microsoft Office Suite
- Animation Software
- Programming Software

A number of communication issues are also explored. Students will also undertake a course to develop their skills in effective keyboarding.

ENGLISH

Students will study the three strands of:

Language: focus on knowledge of language and how it works.

Literature: understanding, appreciating, responding to, analysing and creating literature.

Literacy: focus on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Students will engage in the study of set texts such as novels, mass media and poetry to share, reflect on, clarify and evaluate opinions and arguments in literary texts. Students will explore how texts position readers and recognise differing viewpoints about the world, culture, individuals and issues.

Students will produce a variety of texts including creative, informative, persuasive and instructional modes for a particular purpose in response to challenging themes and issues. Year 8 has a particular focus on the understanding of print and visual media and culminates in the production of a magazine.

Students will plan, rehearse and deliver an individual speech and participate in a debate to become aware of the importance of audience, purpose, voice, language features and presentation skills when delivering a viewpoint.

Students will be encouraged to pursue wide reading and reflect upon their selections.

CORE SUBJECTS — CONTINUED

HEALTH AND PHYSICAL EDUCATION

Health: During semester one, the health education will aim to promote healthy and positive relationships. During semester two, health will explore alcohol and other drugs. The aim of these units will be to develop student skills and strategies to approach relationships and substances in a healthy, safe and responsible way.

Physical Education at Year 8 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The practical aspect will focus on participation and enjoyment and also provide a foundation for developing basic skills and techniques for a variety of activities.

The following sport/games will be covered at this year level:

- Athletics
- Rebound Football
- Netball
- Table Tennis
- Sof la-Crosse
- Circuit Training
- Minor Games
- Fitness Testing
- Super 8s Cricket
- Softball
- Soccer
- Ultimate Frisbee
- Indoor Hockey
- Tennis
- Cross Country

HUMANITIES

Year 8 Humanities comprises of four areas: History, Geography, Economics and Business and Civics and Citizenship.

Students continue to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. They are also encouraged to think and respond to issues that require an understanding of key historical, geographical, political, economic and societal factors involved, and how they relate.

Civics and Citizenship: We start the unit by investigating the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. The civics and citizenship has two integrated strands: Civics and Citizenship, Knowledge and Understanding, and secondly Civics and Citizenship Skills.

History: In History, students explore through an inquiry based learning the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750, when major civilisations around the world came into contact with each other. It also was a time when social, economic, religious, and political beliefs were challenged and significantly changed. It was the period when the modern world began to take shape. We visit Japan under the Shoguns and then travel to Europe in the Middle Ages and investigate the causes, effects and the horror of the Black Death. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

Geography: In Geography, students explore 'Landforms and Landscapes' and 'Changing Nations'. In 'Landforms and Landscapes', students examine, through famous mountain landscapes case studies, the processes that shape different mountains, the cultural significance placed on these, including our local indigenous people and how hazards can affect the use and management of mountains, including earthquakes, volcanoes and tsunamis. In 'Changing Nations', students investigate the changing human geography of countries, how there are shifts in population distribution and the cause and effects of people movement in both Australia and an Asian region. The content of this year level is organised into two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry.

Economics and Business: In Economics and Business, students further develop an understanding of how different markets work within Australia. Students also explore how participants influence the market's operation, as well as investigate different types of businesses and how they affect the way financial records are kept. The economics and business content is two integrated strands: Economics and Business Knowledge and Understanding, and Economics and Business Skills.

CORE SUBJECTS — CONTINUED

INDONESIAN

In this unit, students increase their language fluency through regular discussion of their daily routine, by generating questions and formulating answers. Students are able to consolidate their use of past, present, and future indicators, use transitive verbs, and construct and use nouns.

MATHEMATICS

Students in Year 8 will continue using the Maths Pathway program during Mathematics. This is an outline program that quickly establishes each individual student's ability level across all Australian Curriculum descriptors via diagnostic testing.

The Maths Pathway program is individualised for each student and allows students to work their current level, effectively differentiating the curriculum.

The aim for students is to achieve competency across all strands of Mathematics, including Numbers and Algebra, Measurement and Geometry and Statistics and Probability, working at their own individual level.

Students have the power to choose which topics they work on, while all topics should be completed over the course of the year. Each work module includes a video tutorial and a work sheet of questions to complete.

Students complete fortnightly test which is generated by the Maths Pathway program based on the content studied in that period of time.

A key focus of the programme for the students will be links to the real world. S for students will regularly complete a 'Rich Task' which involves problem solving and application of the skills they have learned.

SCIENCE

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. Students link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

ELECTIVE SUBJECTS

During the year, all Year 8 students must study **FIVE ELECTIVES** over the year. Each elective consists of three periods in the College's ten-day cycle.

In order to help students ensure a breadth of curriculum choices, Year 8 students are required to choose:

- **ONE** elective from The Arts: Performing Arts Learning Area
- **ONE** elective from The Arts: Visual Arts Learning Area
- **ONE** elective from the Technologies: Design and Technologies Learning Area
- an additional **TWO** units to complete the required number of units for the year.

The table below explains the various possibilities for students' choice of electives.

		LEARNING AREA	SUBJECT	ORDER OF PREFERENCE
E L E C T I V E S	<i>Students must choose at least ONE unit from The Arts: Performing Arts Learning Area.</i>	The Arts: Performing Arts	Year 8 Drama	
			Year 8 Music	
	<i>Students must choose at least ONE unit from The Arts: Visual Arts Learning Area.</i>	The Arts: Visual Arts	Year 8 Art	
			Year 8 Graphics	
	<i>Students must choose at least ONE unit from the Technologies: Design and Technologies Learning Area.</i>	Technologies: Design and Technologies	Year 8 Food	
			Year 8 Textiles	
			Year 8 Wood	

ELECTIVES

DRAMA

Students focus on the development of expressive skills and play building. Students are involved in directing, performing, costuming, choreographing and making sets and props to put on a play. Students will perform the play to family and friends at the end of the semester.

MUSIC

In this subject, students will participate in a wide variety of performance, composition, listening and recording activities, as well as investigating music from a range of musical styles/genres from the 1960s to the present day. Students will learn how to play and perform on contemporary instruments (guitar, bass, ukulele, piano/keyboard, drums, voice) and learn how to read and interpret modern musical notation. Students will also explore music for film, TV and games and learn how to compose music (using technology) for this genre.

ART

Students will be encouraged to develop their creativity and understanding of art and design through the introduction of a wide range of media, including drawing, painting, ceramics, printing, and mixed media. An awareness of the elements and principles of art will also be pursued.

Research on artists, styles and cultures will be undertaken. Discussion and self analysis of works will be encouraged.

Popular themes such as portraiture, still life and landscape will be investigated through a variety of 3 dimensional and 2 dimensional representations of forms.

GRAPHICS

This unit has been designed to introduce students to Visual Communication and Design and the role it plays in our lives, looking at past and present cultures and design.

Students will also be introduced to two and three dimensional instrumental and freehand drawing, rendering, mapping, charts and graphics, explanatory diagrams, lettering, symbols giving them good grounding for the development of their own visual communications.

FOOD

This unit explores the relationship between nutrition and good health with the Australian Guide to Healthy Eating as the model studied. Students will investigate the key foods fruit, dairy, meat, vegetables, eggs, cereals and legumes and explore ways of optimizing the properties of these foods. Through practical sessions, students will build their skill set and achieve personal success whilst developing life skills.

TEXTILES

Students will experience a wide range of Textile Crafts including Machining, Embroidery, Dissolvable Fabric creativity, Fabric Application and Product Construction methods in this unit.

Students will develop design skills, manipulative skills and will be able to put these into practice when constructing two products: the first is a creative Wall Hanging and the second a Picasso inspired cushion cover. Students will create and follow basic patterns and use machinery, thus developing skills in many aspects of Textiles. All products will be evaluated and assessed. Students will have all fabrics supplied for the Wall Hanging and Picasso cushion cover. Students will, however, be required to supply their own cushion infill.

WOOD

Students in this unit will investigate three joins and apply the appropriate ones to three different products. It will focus on the development of the students' skills in:

- Design research and discussion prior to a detailed drawing
- Construction using the correct hand and tool skills to complete each product
- Application of finishes to a satisfactory quality of presentation.

Safety and safe workshop procedures will be taught and continually stressed

YEAR 9 @ TCC

CHANGING THE GAME

Recent research has shown Year 9 to be the level which struggles with engagement and with students finding relevance in their learning. Right across the world, this need has been recognised and programmes have been developed specifically for these adolescents to engage with learning they identify as relevant and challenging in a real-world context. At TCC, we have been working hard to develop a programme which is innovative, challenging and exciting for our students: a game changer.

Businesses and organisations require individuals who can demonstrate skills in critical thinking, creativity and problem solving. They must also be proficient at working in teams, using quality presentation skills and exhibiting effective leadership qualities.

At Trinity, a dedicated team of staff, led by an educational consultant, has developed a new and exciting programme based on the Project Based Learning model which is focused on developing 21st Century skills in our students to prepare them for the world of work or further study.

In 2019, students will be given unique opportunities to improve and nurture these essential 21st century skills, which include aspects such as creativity, problem solving, collaboration and presentation skills through Project Based Learning (PBL).

PBL is interdisciplinary (cross-curricula) and focuses on active, student-directed learning. It gives students an authentic, real-world context for learning where student voice matters. Our school programme is designed to enhance and develop these valuable skills in our students.

KEY REASONS FOR USING PROJECT BASED LEARNING INCLUDE

- an opportunity to build confidence, solve problems, work in teams, communicate ideas and manage themselves more effectively
- using technology in authentic ways
- connecting students and schools with communities locally and globally
- well-scaffolded PBL promotes greater student engagement

OUTCOMES OF THE PROGRAMME

The Project Based Learning programme has a strong focus on the development of 21st century learning skills which are part of the Trinity teaching and learning framework. Students are exposed to a range of activities to develop and enhance these contemporary skills and capabilities through informal and formal assessment. The outcomes for students in this programme include:

- *Real-world problem-solving and innovation* skills to focus on a student's ability to think creatively and innovatively, analyse, synthesise, and apply information to solve real-world problems.
- *Collaboration* skills to focus on a student's ability to cooperate with other students and manage relationships appropriately to achieve a common goal.
- *ICT for learning* skills which focus on a student's ability to use a wide range of current technology with or without assistance.
- *Knowledge Construction* to focus a student's ability to deconstruct an understanding of how to complete a task, focusing on reading and writing.
- *Skilled Communication* focuses on a student's ability to present their projects to an audience in a confident manner using a wide range of resources to enhance the presentation.
- **Self-Regulation** to focus students on developing an ability to meet deadlines by planning projects and setting and achieving goals.

COMPOSITION OF THE PBL PROGRAMME

OVERVIEW

At Trinity College, PBL will include curriculum strands from the Maths, English, Science, Religious Education, Humanities, Digital Technologies and Health learning areas. Our PBL involves an integrated approach, meaning that a range of subjects are joined together to form the learning programme.

In addition to the multi-disciplinary nature of the learning in the projects, other requirements for the Victorian Curriculum not covered in the PBL will be taught in **INTENSIVES** sessions in Maths, English, Science and Religious Education. Students will also be given the opportunity to select **FOUR ELECTIVES** over the year, with two electives studied each semester. Following is a brief description of the material to be taught in the 'intensive' sessions.

The composition of the Year 9 learning programme includes:

UNITS		PERIODS IN A TEN-DAY CYCLE
Project Based Units		18
Intensives <i>Completed by all students during the year</i>	Maths	4
	English	4
	Science	4
	Religious Education	2
Electives <i>Choice of two per semester</i>	Refer to table below	6
		6
Physical Education		4

PROJECT BASED UNITS

In 2019, our PBL courses will be:

Term 1 – Let the Games Begin

The focus here is on building skills in self-regulation. As the first unit, it will be well structured and teacher guided to scaffold this learning style for students and to build competence in the important skills required for the later more independent units.

Term 2 – Be a Team Player

The focus is on practising collaborative skills and building the individual's skill set as an effective team player. We will be using digital technology as the platform for all collaboration and focusing on team players in our local community

Term 3 – Grit

Demonstrating Skills: resilience and working on a more open-ended task requiring the student to show grit to achieve a more difficult task.

Term 4 – Be a game changer!

Demonstrating Skills: Independent and open-ended, where students are expected to choose and run a project which demonstrates their own ability to be a Game Changer!

To support students and to provide ample opportunities to work within different groups, PBL will be delivered with all Year 9 students timetabled together at the same time. A small group of teachers from different subject specialty areas will be dedicated to PBL, with five teachers being involved at any given time to create a 'team teaching' environment. Students will also have access to anywhere, anytime learning supported by our wireless network, a 1:1 student device programme and the use of Office 365 and SIMON.

A fully functional device is essential to this learning – all student devices will need to pass a 'health check' to be PBL ready.

YEAR 9 @ TCC - CONTINUED

INTENSIVE UNITS: MATHEMATICS, ENGLISH, SCIENCE & RELIGIOUS EDUCATION

MATHEMATICS

Students would undertake instruction in Maths in the form of an Intensive on the following topics:

- CAS Technology
- Statistics, Measurement
- Number operations
- Algebra

Throughout PBL, students will cover a range of mathematical concepts through a problem-solving approach that encourages students to apply basic skills to real life scenarios. Topics covered includes concepts from:

- Whole Number
- Measurement
- Probability
- Financial Maths
- Statistics

Students will also continue with Maths Pathways as this addresses the individual needs of students. Maths Pathways allows students to work at their own level and progress through the Victorian curriculum. It would require them to complete at least 3 modules for homework each fortnight. Students would continue to complete the diagnostics and the testing procedure as they have done in previous year levels. It will be essential that students have access to a CAS calculator.

ENGLISH

Students would undertake instruction in English in the form of an Intensive on the following topics:

- Language variation & change
- Text structure & organisation
- Creating literature
- Text structure & organisation
- Phonics & word knowledge
- Responding to literature
- Interpreting, analysing, evaluating
- Responding to literature
- Expressing & developing ideas
- Language for interaction
- Expressing & developing ideas
- Literature & context
- Examining literature

Throughout PBL students will cover a range of English concepts including:

- Language for variation
- Text structure & organisation
- Creating texts
- Texts in context
- Interacting with others
- Creating literature
- Responding to literature
- Interpreting, analysing, evaluating

SCIENCE

Students would undertake instruction in Science in the form of an Intensive in the following topics:

- Brain structure and function
- Atomic structure
- Acids and bases
- Plate tectonics
- Multiple intelligence tests
- Reactions
- Earth Science
- Electromagnetic radiation

Throughout PBL students will cover a range of scientific concepts including:

- Natural ecosystems
- Natural and human impacts on environment
- Material science
- Sustainability
- Key reactions of life
- Heat, sound, light

RELIGIOUS EDUCATION

Religious Education in Year 9 focusses on the whole person – call, identity, responsibilities, justice. Students come to learn about and discern the Gospel call for faith, hope and justice in the modern world. Through both an intensive and project-based course, students have the opportunity to reflect upon their own spiritual growth, be inspired by others and, in collaboration, develop skills to enhance their learning and their personal mission.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education at Year 9 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The practical aspect will aim to further develop skills and techniques in various activities. In semester one the theory component will investigate sexuality. In semester two the students will gain an understanding of risk taking, harm minimisation and illicit drugs. Particular emphasis will be on safe partying and road safety.

These sports/games will be covered at this year level:

- Tennis
- Soccer
- Gridiron
- Euro ball
- Basketball
- Super 8's cricket
- Athletics
- Cross Country
- Volleyball
- Netball
- Super 12's Football
- Archery
- Indoor Bowls

YEAR 9 @ TCC - CONTINUED

ELECTIVE SUBJECTS

During the year, all Year 9 students must study **FOUR ELECTIVES** over the year: two electives will be studied in each semester and each elective will be studied for six periods in the ten-day cycle.

When completing their online subject selection process, students must indicate **SIX** choices in **PREFERENTIAL ORDER** (in the order that students would prefer to study those units). Please note that, should students choose to study Indonesian, they need to select both elective choices as Indonesian is studied across the whole year.

The table below explains the various possibilities for students' choice of electives.

		LEARNING AREA	SUBJECT	ORDER OF PREFERENCE
E L E C T I V E S	The Arts: Performing Arts	Drama	Performing Arts	
			Theatricality	
		Music	Music in the Modern World	
	The Arts: Visual Arts	Art	Exploring Materials and Techniques	
		Graphics	Developing Graphics Skills	
	Health and Physical Education	Physical Education	Athletic Edge	
	The Humanities	Civics and Citizenship	Rules and Rulers	
		Economics and Business	Show Me the Money	
	Languages <i>Students that choose Indonesian must indicate both units as the language is studied across both semesters.</i>	Indonesian	Bahasa Indonesian (Intermediate) Semester 1	
			Bahasa Indonesian (Intermediate) Semester 2	
	Mathematics	Mathematics	Thinking Mathematically	
	Technologies: Design and Technologies	Food <i>May choose only one food unit</i>	Eating Well for Life	
			Cooking Around the World	
		Textiles	Sewing Made Easy	
		Wood	Wood and Function	
Technologies: Digital Technologies	Media	Introduction to Multimedia		
TOTAL ELECTIVE UNITS: must study FOUR electives but must indicate SIX in case some options are not available				

ELECTIVES

PERFORMING ARTS

In this unit, students discover different styles of Drama and work on developing character and Play making skills.

Students will create performances from scripts as well as developing their own plays.

THEATRICALITY

In this unit, students will explore the origins of Musical theatre and work together to create a theatrical presentation that includes Music, Dance and Drama.

Students will work from scripts as well as create their own plays and explore all aspects of Theatre including direction, lighting, costume and set design.

MUSIC IN THE MODERN WORLD

In this subject, students will continue their musical development from Year 8 and participate in a wide variety of performance, composition, listening and recording activities.

Students will nominate an instrument to learn for the semester (no prior experience required) and will develop their skill on that instrument via participation in solo and group performance activities and tasks.

Students will further develop their listening and analytical skills and will be introduced to basic music theory (designed to improve their performance). Students will also learn intermediate recording techniques and the basics of live sound production (engineering/mixing).

EXPLORING MATERIALS AND TECHNIQUES

In this unit, students have the opportunity to explore new techniques and extend their imagination through two and three-dimensional techniques both decorative and functional.

They will be encouraged to be creative and confident within their practical work and discuss and analyse work by artists past and present from varied cultures.

A variety of materials will be used so that students develop an understanding of the extensiveness of media. The elements and principles of design will be the basis of all works.

DEVELOPING GRAPHICS SKILLS

This unit further develops the skills and experiences students have had in Year 8. It gives them an opportunity to improve their understanding of the Visual Communication production process and its role in developing solutions to a particular problem through developmental work.

Students will experience exercises involving instruments and will research existing Visual Communication to give them an appreciation of their own work and the work of others.

ATHLETIC EDGE

This unit focuses on Skill Acquisition, Biomechanics and Performance Enhancement in both a practical and theoretical sense.

Skill acquisition looks at the various methods used by coaches to improve a person's skill level from beginner to elite. Biomechanics is the study of how scientific principles can be used to describe and optimise physical performance.

Performance enhancement can come in the form of diet, hydration, recovery practices and mental strategies and students will study their use by athletes.

This subject incorporates a practical component in which students can practice skills under varying conditions and measure their own performance using video analysis and other technologies. The theoretical component will give students the opportunity to consider the sporting implications of each topic and to develop an understanding of its relevance to an athlete in a variety of sports.

ELECTIVES — CONTINUED

RULES AND RULERS

Rules and Rulers introduces students to the fundamental structures and institutions of Australian society.

Students examine our civic institutions, their role in society, our British heritage, and how they attempt to meet the needs of a changing society.

Students explore democratic concepts and principles such as human rights, universal suffrage, equality and fairness, philosophy and ideas, political leadership and representative government.

Students will critically analyse and interpret contemporary legal and political issues, and work towards an understanding and tolerance of difference perspectives. Students should be prepared to listen, analyse, compare, think and to participate in robust and lively debate.

SHOW ME THE MONEY

Students begin with the study of our economy, an introduction to economic concepts such as demand and supply and the basics of budgeting and preparing financial statements, taxation and superannuation.

They will be involved in small business activities discussing how different variables affect different businesses. Students will be introduced to financial literacy terms with a focus on factors that affect life expectancy.

They will finish by exploring different types of jobs with a focus on what the future might have in store for them.

BAHASA INDONESIA (INTERMEDIATE) SEMESTER 1

In this unit, students will increase their language fluency and confidence by comparing Australian-Indonesian schools and market place.

They will also develop an understanding of Indonesian grammar points with proficient use of affixes, auxiliary verbs and question indicators.

BAHASA INDONESIA (INTERMEDIATE) SEMESTER 2

In this unit, students will increase their confidence in using the Indonesian language by studying areas including food and housing in Indonesia.

Students will be introduced to grammar points such as me-verbs and object/subject focus.

THINKING MATHEMATICALLY

This is an additional Mathematics unit. Students choosing this unit will still need to complete the core Mathematics unit.

This elective is intended to help students develop skills and confidence in using mathematical processes and mathematical thinking, and to develop a sense of mathematical inquiry. It is not confined to any particular branch of mathematics nor any specific mathematical topics; rather, it is about tackling questions conscientiously, reflecting on this experience, examining the process of carrying out mathematical investigations and solving mathematical problems, and drawing attention to the important features of thinking mathematically.

The teaching and learning approach taken in the course is based on five assumptions:

- That anyone can think mathematically
- That mathematical thinking can be improved with practice
- That mathematical thinking is provoked by contradiction, tension and surprise
- That mathematical thinking is supported by an atmosphere of questioning, challenging and reflecting
- That mathematical thinking helps in understanding yourself and the world.

The work for the unit will focus on developing a “toolbox” of strategies to use when tackling problems. These strategies will be identified, named and practised through suitable investigations. Students will be expected to participate in group discussions, work with other students to develop solutions and communicate the results of their work to the rest of the class. Investigations will come from a variety of areas of traditional mathematics, such as arithmetic and geometry and will be able to be undertaken using techniques familiar from school mathematics.

Assessment will not necessarily be based on getting correct answers in tests, but on engaging with the process by participating in discussions, by collaborating with others to find solutions, by seeing that being “stuck” is an essential part of improving learning and by reflecting on the thinking process.

ELECTIVES — CONTINUED

EATING WELL FOR LIFE

In this unit, students will investigate and develop an awareness of the nutritional value of foods, their place in the diet and as a way of introducing them to a wide range of foods, will prepare a number of nutritionally-based productions.

A sound foundation in terms of methods of cooking and nutritional value of food will be established and students will have the opportunity to improve their culinary skills.

COOKING AROUND THE WORLD

In this unit, students are introduced to a wide range of foods and methods of cookery associated with a variety of ethnic cuisines.

It aims to demonstrate to students, how traditional Australian foods can be adapted to suit recipes from other cultures, as well as investigating ethnic physical, social and economic characteristics, and factors that influence food habits and food selection of different communities.

SEWING MADE EASY

In this unit, students will have the opportunity to complete a variety of articles demonstrating a number of skills, including garment construction, patchwork and introductory patternmaking.

Students will be given the chance to express their own personalities through design and creativity and take concepts and ideas through to a product using design cycle fundamentals.

Students will be required to supply materials for their products; however, basic requirements (such as sewing threads, elastic, Pelham for quilt infill) will be supplied.

WOOD AND FUNCTION

Students will be involved in a more complex use of joinery and will develop skills and experience through applying four detailed joints to two different products.

The students will be able to identify, investigate and solve practical problems with a certain level of independence. Each student will learn to maintain tools and equipment, while producing products with safety and precision.

INTRODUCTION TO MULTIMEDIA

Multimedia is a part of our everyday world. This unit aims to introduce students to the various components that are used to create multimedia products. These elements include digitalized forms of:

- Sound /music
- Images
- Text
- Animation
- Video
- Programming – Animation and Game Production

A number of industry standard software applications are used. Students are expected to develop their expertise in using a range of computer hardware such as printers, scanners, digital cameras, web cameras and video cameras. This unit of work is primarily investigative as students are expected to explore software and hardware and use them to produce creative products. They will use the Information Technology processes of investigating, planning, producing and evaluating.

YEAR 9

TRINITY COLLEGE STUDENT EXPECTATIONS

Please refer to the College planner for additional information.

ATTENDANCE AT SCHOOL

LATE ARRIVAL

Students who are late for school must report to Student Reception and it is expected that parents/guardians would have provided a note or would sign their child in at Reception.

It is expected that students who arrive late for school will have an acceptable explanation. Parents will therefore be expected to provide a note for lateness. Where lateness is persistent or reasons are unacceptable, the student will receive appropriate consequences.

LEAVING EARLY

At times throughout the year, students may need to leave school early. We ask that the following process be followed:

- The student must bring a note from home, with a short explanation, date and the parent's signature.
- The student must take that note to the Year Level Coordinator during homeroom.
- When it is time for the student to depart, the student shows the note to the subject teacher and then heads to Reception to sign out and hand Reception the note signed by the Year Level Coordinator.

SPORT EVENTS

Sport in the Senior School is aimed at providing students with the opportunity to improve their skills in a wide range of team and individual physical activities as well as to allow for social interaction amongst students and staff. If a student misses a timetabled class due to interschool sport, they are to make contact with the subject teacher before the event.

Students are expected to support the whole school sport events such as the House Athletics, House Swimming and House cross-country events.

UNIFORM

It is expected that students will be in the correct school uniform at all times during the school day. Whenever students are representing the school on excursions or incursions or whether the student is in school uniform off campus, all students are expected to wear their uniform with pride and respect. In addition, Year 12 students may wear the nominated Year 12 jacket as directed by the YLC.

Sport uniform is to be only worn on days indicated by the teacher as PRACTICAL classes. This means that studying a subject within the stream of Physical Education does not mean students are allowed to wear the sport uniform each time the subject is timetabled. Please note: On average most senior HPE classes will wear their sport uniform once a week.

If a student is in the incorrect uniform, contact via the Year Level Coordinator must be made via phone as soon as possible. Written notes will not be accepted without the date and signature of parent/guardian. Should students arrive at school in the incorrect uniform, they will be withdrawn from class until the uniform has been rectified.

