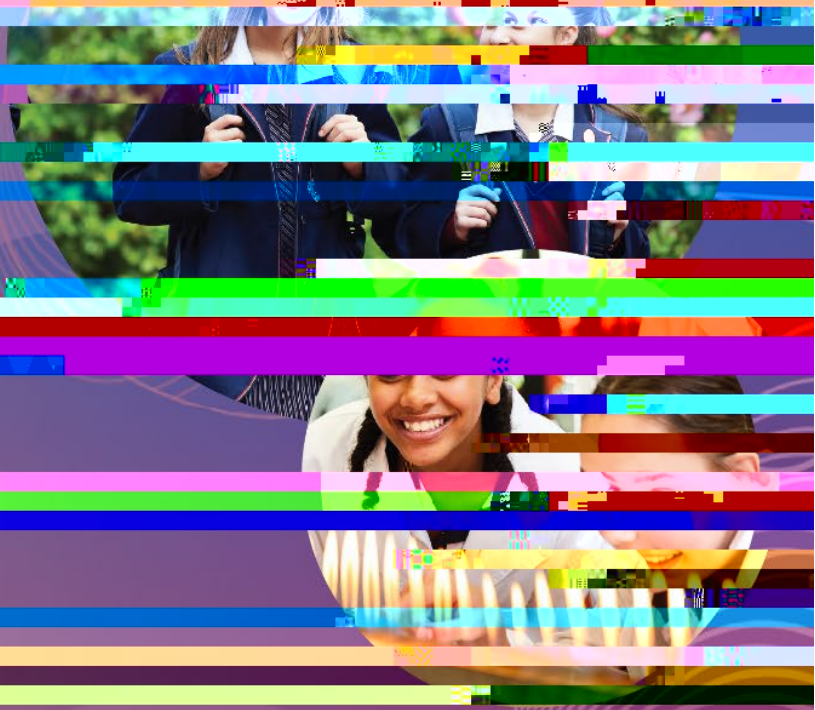
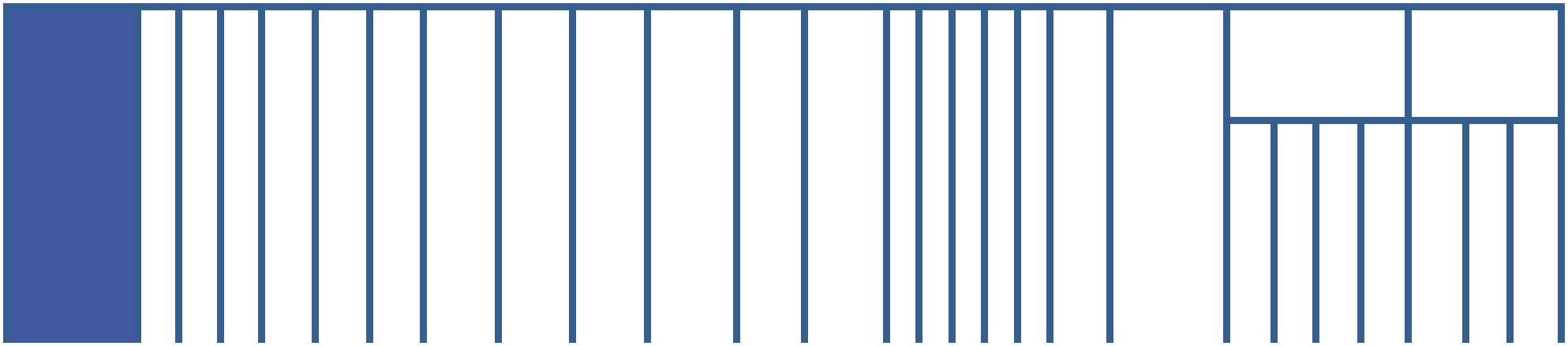
Curriculum Overview

Years 7 - 10





English

Year 7 and 8 Curriculum Overview

In Years 7 and 8, students at OLMC have the opportunity to develop skills, knowledge and understanding across a range of subject areas.

The Victorian Curriculum, from which our curriculum is derived, reflects particular Victorian priorities and approaches to teaching and learning. This framework for curriculum delivery embeds the capabilities within classroom learning experiences. The cross-curriculum priorities provide a lens for delivering content with a focus on contemporary issues in the Australian community. These priorities are sustainability, Australia's engagement with Asia, and Aboriginal and Torres Strait Islander history and culture.

All Learning Areas have core subjects in Years 7 and 8. Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities are year-long subjects, whilst Performing Arts is a semester length unit. In Year 7 Languages are semester length however in Year 8 Languages run for the entire year. Students are involved in Design Arts Technology subjects for the full year.

A broad range of subjects is offered so that students can deepen their understanding of different subjects and the associated skills required to successfully learn knowledge and understanding. This will assist students to identify their strengths and interests and to engage with new areas of study that may not have been available in the primary school. It is also important for them to be exposed to a range of subjects so that they are able to make informed decisions about subject selection for the senior years and future pathways.

In Year 7, most classes are conducted within the Pastoral Group. Students move into different class groupings for the study of their Language electives. The Rosetta Program runs during these lessons. Changing class groupings also gives students the opportunity to mix with a wider range of the Year Level cohort.

The Pastoral program runs as part of Student Wellbeing. Each morning, students have 15 minute pastoral time with their Pastoral Leader at the commencement of the day. On Wednesday morning students are expected to bring a book to pastoral for DEAR – Drop Everything and Read. A Pastoral lesson is held once a fortnight. This lesson may include programs such as raising awareness of cyber bullying, friendship and other social issues as well as being an opportunity for broader participation in Year level or House activities and Assemblies.

Year 9 Curriculum Overview

Our Lady of Mercy College offers a diverse and dynamic range of opportunities for students in Year 9. In the middle years, students are educated in a supportive learning environment where they are encouraged to take risks, enjoy challenges and become respo

Year 10 Curriculum Overview

Students in Year 10 are part of the vertical house structure and will be in the same Pastoral Group for Years 10 to 12. Curriculum studies are not based on Pastoral Groups, so students will interact with a wide range of students across their year level throughout the year.

In Year 10, Victorian Curriculum units and courses form the basis of our curriculum. In year 10 all students study Religious Education, English, Science and Mathematics and have the opportunity to study History at this level. Students may select to study across the Arts, Technology, Humanities, Languages and Health & Physical Education Learning Areas. As part of Year 10, students will undertake end of semester exams.

It is recognised that some students who are embarking on a particular study pathway may not have the opportunity to include History in their subject selection at Year 10, though a choice from the Humanities Learning Area is highly recommended. At this level, students are beginning to see where their interests lie for future studies at VCE (Victorian Certificate of Education) level, and some will make subject selections with a good understanding of the subjects they are likely to undertake in VCE and future study pathways beyond secondary schools.

Many students will still be exploring their areas of interest and expertise. For this reason, a number of semester length units operate across the year to enable students the opportunity to have breadth in their subject choices. A range of VCE Unit 1 and 2 subjects are offered as semester units, again so that students still have the opportunity to try a variety of subjects. VET (Vocational Education and Training) subjects are also available to students. These are run at OLMC so that students do not have to travel to other venues to access these subjects. VET studies are year-long and are also an acceleration, being the equivalent of a Unit 1 and 2 study. VET subjects offer students an insight to different ways of learning and course delivery, being competency based.

Students may apply to do one VCE unit, this can open a pathway to completion of a VCE Units 3 and 4 studies in Year 11. Enrolment in an accelerated study is not automatic and students must apply for selection into these subjects.

Students and parents will have the opportunity to meet with the Careers Coordinator and should be active in thinking about their pathway in the senior years of schooling; this may include the VCE Vocational Major in Years 11 and 12. Over the year, there will be opportunities to engage in work or career experience, to access information from tertiary institutions and learn about the different courses and career options available to students.

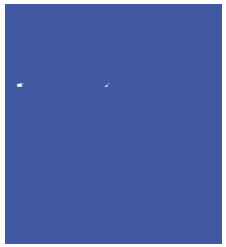
Year 7 Course Outlines

		The Year 7 Health and Physical Education program covers both practical and theoretical components. Students develop their understanding of the physical, mental, emotional, social and spiritual dimensions of health and wellbeing. They will examine factors which influence participation and the various benefits of being active. Students reflect on the range of influences on personal food intake and consider the nutritional requirements in line with the Australian Guide to healthy eating and the Australian Dietary Guidelines. Students continue their study of the changes associated with adolescence by identifying what changes (physical, social and emotional) they can expect to experience. They describe the influence of family and society on shaping personal identity and values. In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services associated with the use of vaping, tobacco and alcohol. Students develop and refine a range of movement and manipulative skills through their participation in a range of individual and team-based activities. They engage in activities which develop strategic thinking and tactical knowledge and are encouraged to take on a variety of roles in team games (e.g. player, coach and umpire). Examples of activities that students may participate in include: invasion court games, Athletics, striking and fielding sports, rhythmic gymnastics and fitness including Jump Rope for Heart. *Pe onal and Social Capabili* *C i ical and C ea i e Capabili*	• The dimensions of health and wellbeing • Nutrition – We are what we eat • Identity • Alcohol, Vaping and Smoking • Growth Development	Assessment on the dimensions of health and wellbeing Nutrition folio Observation of performance during physical activity classes (Sem 1) Identity Box task Observation of performance during physical activity classes (Sem 2) Alcohol, Smoking and Vaping test
	1 and 2	Humanities are the study of human societies and environments, people and cultures. examines both physical and human geography topics and builds students' understanding of our place in the environment and our influence of it. examines ancient civilisations and provides stud and p24636 uilds		

political parties to this system. They will also examine how voting works within the Australian system.

Skill development will focus on analysing the impact of democracy

	1 and 2	Mathematics is designed to provide students with the opportunity to develop skills, and knowledge of mathematical concepts, processes and applications that are purposeful and useful in society. In Year 7, there are programs operating to develop Mathematics literacy and to extend students who show strong interest and aptitude for the subject. *C i ical and C ea i e Thinking Capabili* *Pe onal and Social Capabili*	• Statistics • Integers • Angles and Geometry • Fractions, Decimals, Percentages and Ratios • Measurement • Algebra	Statistics task Integers test Angles and lines test Number test/task Length, area and circles test Algebra task Probability task Measurement investigation



1 and 2

Year 8Course Outlines

	1 or 2	The focus of this course is to deepen and further develop each student's ability to explore, create and respond to different art forms and to develop their creativity and practical skills. They reflect on their own work and respond to the work of others, including their peers. *C i ical and C ea i e Thinking Capabili*	• Trials of materials and techniques • Folio of work	Folio of practical tasks, workbook annotations and final drawing
				Folio of practical tasks, workbook annotation and final painting
		Food Studies provides an opportunity for students to explore the world of food through the process of design. Students are introduced to the technical aspects of food production, as well as the social and cultural elements of food in society. They explore the fundamentals of recipe basics as well as practical components of safe cooking. Through creating, making, exploring and responding, students are exposed to the essentials of cooking and eating well for life. *In e c l al Capabili* *C i ical and C ea i e Thinking Capabili*	• Designing with food • Preparing food safely • Tools of the trade • Sustainability • Eat well, be well: selecting food wisely • Preparation and cooking	Practical assessment
				Design brief
	1 and 2	English helps students to communicate effectively through writing, reading, speaking and listening. Students learn about audience, purpose, situation and culture and respond to a range of texts in print, visual, electronic and multimodal formats that explore familiar and challenging ideas and themes. They explore the power of language and the way it can influence roles, relationships and decisions. Students engage in a wider reading program that encourages them to expand their reading choices. *Pe onal and Social Capabili*	•	

Students explore the prevalence of mental health issues in Australia and identify strategies to enhance mental health and wellbeing.

The issue of body image is also explored in this unit.

Students have the opportunity to research a youth health issue of their choice and to practise an inquiry-based approach to research.

Students participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as w asicipat from

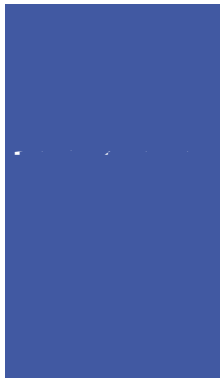
Three languages are offered in Year 8, of which students study one language for the entire year. The course of study will cover the four main areas of language acquisition: reading, writing, speaking and listening.

The units are structured to encourage confidence in speaking and to gain an understanding of the culture of the different countries from which the languages originate.

In e c l al Capabili

1 and 2

	1 and 2	The Mathematics course in Year 8 builds on the skills and concepts explored in Year 7. Students participate in problem solving activities and application tasks to extend their understanding of mathematics in the real world. *C i ical and C ea i e Thinking Capabili* *Pe onal and Social Capabili*	• Integers • Algebra • Linear equations • Rational numbers • Pythagoras Theorem • Statistics • Percentages • Ratios • Linear graphs • Measurement • Probability • Geometry	Integers test Linear equations test Rational number and Pythagoras Theorem test Statistics task Percentages test Linear graphs and rates task Measurement task
	1 or 2	Each student will participate in classroom music for a semester and will continue to develop their musical literacy and aural skills. They will study the development of popular music as well as learn how to play the ukulele and perform as a member of a group. In addition to the classroom program, instrumental music lessons are available for those students who wish to learn to play a musical instrument.	• Musicianship • Popular music • Composition • Ukulele	Group performance Original composition
		Dance provides students with an opportunity to learn through creating, exploring and presenting dance sequences within the classroom. Students learn to utilise the elements of Dance: Space, Time and Energy, in compositional pieces by communicating an idea to their captured audience. Through research and practiccompsw ( )Tj-0BDC 0 18(s)-1l9 gu2 235.6 ref*0 0 c1 0 g0.002 Tw 10.02 0 0 10.02 235.6 15440(,)-[r)-3.4 (e)0.8 (s)-1.3 (e)0.8 (ar)-3.2(an ide)0.8 (		



The Year 8 students continue to develop science skills through learning about matter and the movement of energy as light and sound waves. They learn about the rock cycle, body systems and our sustainable use of energy and resources.

1 and 2 Through a variety of practical activities and investigations,

Year 9 Course Outlines

		This subject focuses on experimenting with a range of modern materials, techniques and ideas. There is a focus on using digital media to enhance the art making process. Students gain ideas and inspiration from various sources including social media. This course will open a student's creative mind to current practice and trends in the art world. *C i ical and C ea i e Thinking*	• Drawing folio • Painting folio	Folio of practical activities, research and artwork Progress skills evaluation
				Folio of practical activities and artwork Development of an artwork
	One semester elective	Food Studies enables students to build on their practical skills and knowledge of ingredients in the kitchen. Through cooking and eating, students discover many ways to prepare and creatively present a range of recipes. They are given the opportunity to design and create their own meals. They learn to eat well for the future, gaining insight into sociact0.02 0 0 10.02 241.32 ref*(o)-2.1 (f i)5, st		

	The use of information technology crosses all leaning areas and the focus of this unit is to increase student awareness and knowledge of appropriate procedures, equipment (hardware/software), formats, conventions and the social implications which apply to the study of IT. This computer based course aims to develop students' interest in the general use of IT in the world around them. Students are made aware of procedures for saving and presenting work, which can be applied to other subjects. Students are made aware (develop an understanding) of the implications of the use of ICT and the social responsibilities as users of technology. *Critical and Creative Thinking*	• Manipulate images using Photoshop • Create a website using Dreamweaver • Discuss good web design • Discuss issues related to the Internet	Computer awareness investigation Design task
	This subject looks at a variety of media representations of teenagers in television and film. It also looks at how characters and narratives are constructed to engage teenage audiences. Students then manipulate and edit their own representations using industry software. *Critical and Creative Thinking*	• Photography • Film and TV narratives	Photography folio Film production

	One term	is a term-based program that offers students rich learning opportunities within the community. Horizon is a mix of explicit cross-curricular teaching, inquiry-based learning, and activities based within the school and wider community. See more detailed description via the link below. *Critical and Creative Thinking, Ethical, Personal and Social Capability*	The Inquiry-Based Learning project is a term-based research project based on one of our key themes for the term: • Community • Justice • Environment	Beyond the Baggot careers inquiry – pathway exploration MyLife@25: Digital and financial literacy presentation Contemporary ethical thinking written reflection Inquiry-Based Learning project including three assessments throughout the term MyLife@25: Test
	Three terms core One term of each study	The focus of Australia's history (1850-1920) is made more personalised as students consider the key events of that era as backdrop for story development. Students create an artefact and written piece considering primary sources. *Critical and Creative Thinking Capability*	A portfolio of assessments	Presentation including primary sources

Those students who would like to choose a second language in Year 9 have the option of selecting either French or Italian through the [redacted] offered at the College. Japanese will not be offered as part of this program. Both languages must be selected for the full year. Languages are not offered as semester subjects. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9

		All students will cover the same topics. However, for General Mathematics there will be greater emphasis on using the CAS calculator and summary notes for assessment. *C i ical and C ea i e Thinking Capabili* *Pe onal and Social Capabili*	General Mathematics. In each of these classes, the content studied is the same but will be appropriate to the students' progress of learning in that class. Each student will use a TI-Nspire CX CAS calculator as part of their mathematical learning. Arithmetic computations and applications to financial arithmetic. Rearranging and simplifying algebraic expressions. Sketching linear relationships and simple non-linear relations. Area of composite shapes, surface area and volume. Application of Pythagoras' Theorem and the trigonometric ratios. Use of ratio and scale factors in similar figures. Probabilities of events. Represent data appropriately for statistical analysis.	Pythagoras and trigonometry applications task Linear relationships test Indices test Expanding and factorising algebraic expressions test Probability task Statistics test Quadratic relations test Geometry test Measurement application task
	One semester elective	This subject is designed for students who enjoy and are willing to persevere with worded problems. They will work independently and in groups on a variety of tasks with a mathematical basis. This course aims to extend and		

		Students learn appropriate safe dance practise through development of their own technique in a variety of dance styles including contemporary dance and commercial jazz. They apply this knowledge when participating in structured improvisations and choreographic workshops. Students explore and express their own dance style in the development of a performance piece to an audience. Students learn the importance of feedback to enhance the overall performance. Students develop the ability to observe, analyse and evaluate their own and other's dance works with the focus on a particular style selected from the student's own interests. Students observe a professional dance performance and critique the choreographer's intentions. They learn to discuss and write analytically, developing the understanding to use dance terminology accurately. *Critical and Creative Thinking*	• Safe dance practice • Choreographic workshops • Dance-making processes • Observation, reflection and analysis of own and others dance works • Team/group work	Warm up and cool down task
	One semester electives			

Year 10Course Outlines

Students will continue to engage with a variety of texts for enjoyment. They will

Whole year core

	elective Each subject includes the core unit: 'Relationships and Sexuality Education'	will raise their awareness of the barriers to physical activity and the factors that promote an increase in physical activity levels. Students will also identify what cultural factors are at play when an individual makes choices around physical activity levels. The current health status of Australia's youth is explored. During practical lessons students will perform and refine movement skills in a variety of team and individual sports which may include indigenous games, invasion games, SEPEP volleyball, dance and games designed by students themselves. Practical classes will also provide opportunities to give feedback to develop leadership and collaboration skills. *C i ical and C ea i e Thinking* *Pe onal and Social Capabili*	and team-based sports • Enabling factors and barriers that relate to physical activity • Global culture and ethics in sport	Game presentation and written report Sport culture group presentation

	Sports Coaching and Event Management is a course designed to explore the variety of skills required to take on the role of coach and how they could be applied in our local community. Students will have the opportunity to develop skills they required in the Sports Education in Physical Education Program. Students will raise their awareness of the qualities of a good coach and traditional coaching styles. Emphasis will also be placed on organisational skills, time management and effective communication techniques. These skills will be applied in a sport setting but the way in which they can be transferred to other aspects of the student's life will also be highlighted. Sports Coaching and Event Management also provides a "taster" for those students interested in the VET Sport and Recreation course. *Critical and Creative Thinking* *Personal and Social Capability*	• Qualities and skills required of a coach • Coaching styles Elements required for event management	Observation of performance in practical activities Written folio Test
	Sports Science is a course that is designed to be a pathway towards VCE Physical Education. In this course, students will develop a greater understanding of the musculoskeletal, cardiovascular and respiratory systems and their role during exercise. Students will also learn about the interplay of energy systems when an individual is exercising. Sports Science will emphasize how the advances in science and technology can be utilised to improve sports and how skills are acquired		

One semester elective

‘Mind Body Soul’ has been designed to focus on these 3 main areas of health and wellbeing; introducing students to concepts found in the VCE subjects of Physical Education and Health and Human Development. Students will engage in a variety of theoretical and practical based activities to develop their understanding and application of skills within the topics of sport psychology, ethics in sport, body systems and nutrition. Throughout this semester elective, student’s will also undertake a journey of self-change identified as being beneficial to one of the dimensions of health and wellbeing; identifying strategies, implementing a plan and accessing support throughout their journey.

C i ical and C ea i e Thinking

Pe onal and Social Capabili

- Sports psychology
- Illegal and legal ways enhance performance
- Acute response to exercise
- Energy systems

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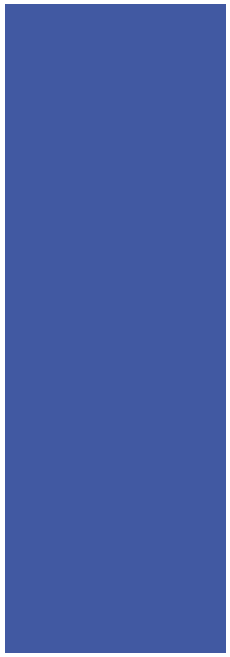
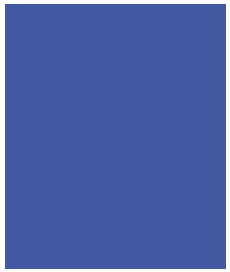


			• My house and Neighbourhood • Seasons and Weather • Restaurants and Shopping • Plain form (casual speech)	Grammar, vocabulary and script tests (ongoing) Production: Writing Comprehension: Reading, listening and/or viewing Production: Speaking Comprehension: Reading, listening and/or viewing Grammar, vocabulary and script tests (ongoing)
	Whole year core	• Solving linear equations, inequations and simultaneous equations. Graphical representation of linear relationships. • Surface area and volume of composite solids. Application of Pythagoras' Theorem and t788 316 (ic)-1 (s)-1 ( )]TJEMC ET/Artifact /Artifact BMC 239.88EMC B.174 0 TdJEM1 ( )]TJElM10.02MC ET/Artifact /Artifact BMC 239.8		

	One semester (2) elective if student is undertaking Mainstream Mathematics	In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course. Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to: • Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. • Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics. • Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas and produce results.	Quadratics test Functions application task Functions and graphs test Cubics/quartics test Transformations and linear graphs test
	One semester (2) elective if student is undertaking Mainstream Mathematics	In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course. Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to: • Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical rotr.8 (a)6(r)-3.5 (e)0.9 (as)-1.3 (o)-2w 10.551 0 Td( )TjEMC ET/Artifa8corpo-3.9 (l)]TJA adu1.3 (, and)]TJg239.8BDefine an	

This unit focuses on performance styles, character development and performance skills. Students work

One semester elective