

The King David School  
Magid Campus

# Middle School: Years 6-9 Information



THE KING DAVID SCHOOL



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# General Information

## A Message from the Principal

Our extensive educational offering in our Middle School is designed to engage and challenge students both inside and outside the classroom.

Years 6 to 9 students are constantly stimulated in developmentally appropriate ways across our core areas of teaching and learning, Jewish life and student wellbeing. When we add in the substantial array of co-curricular learning opportunities across the performing and visual arts, digital technology and sport, our students have access to wonderful holistic learning opportunities.

Marc Light  
Principal

## Welcome from Vice Principal - Teaching and Learning

Middle Years is a term used to describe a transition in a student's educational journey from Primary schooling to Secondary. This transitional period occurs during adolescence when students are from 10 to 15 years of age. We know and understand that the learning and development needs of students during this stage will be significantly different compared to other stages of schooling. Middle Years students strongly identify with their peers and constantly seek greater independence, as they begin to develop their identities and express and experience new emotions. They have a strong sense of social justice as they begin to develop their own value system. Our Curriculum Elective Program and Co-Curricular offerings have been designed with this in mind. We hope students will take advantage of the wide variety of opportunities they can explore at The King David School.

Russell Kaplan  
Vice Principal - Teaching and Learning

## Welcome from the Head of Middle School

Middle School provides a critical role in a child's educational journey, fostering essential personal and academic growth. At a time when adolescents are experiencing significant physical and emotional changes we aim to provide a nurturing and supporting environment in which our young people are able to navigate these transitions. Beyond academic learning, students develop crucial social skills, teamwork and problem solving abilities. The varied range of academic subjects and extra curricular opportunities offered in the Middle School allow students to explore their interests and passions, laying the foundations for their future educational pathways. A metaphorical bridge, Middle School helps students adapt to more challenging academic environments while nurturing a sense of independence and responsibility, preparing them for the years ahead.

Middle School is also essential for identity development and self discovery; as students interact with a wider group of peers they develop an appreciation for empathy, tolerance and understanding. Middle School is also a time for building resilience in which our young people learn to cope with difficulties such as academic challenges or interpersonal conflicts. The experiences and lessons learned during these years shape their character and values, fostering a sense of integrity and moral compass which guide them throughout their adult lives. The significance of our Middle School is in providing a nurturing space for holistic growth, academic preparation and personal development, moulding our young people into well rounded individuals ready to tackle the demands of the Senior School and thrive beyond their time at The King David School.

Jayne Wise  
Head of Middle School

## Continuous Reporting and School Reports

The School has a continuous feedback reporting system throughout the Middle and Senior School. Accessed via myKDS, feedback is given from teachers on students' learning throughout the year with subject specific grades for completed assessments. In addition, an end of Semester report is available that includes a global grade.

## Jewish Life

As students transition from Junior School to Middle School, new avenues and expressions for Jewish life are opened up, in keeping with age and stage. Tefillah (prayer) continues to be central experience, when the year level comes together for a weekly session called Nafshi (Hebrew for 'my soul'). During this time students develop the skills for participating and facilitating a Shacharit (Morning) service, experiencing connection with community and exploring their spirituality. Furthermore, peulot (Jewish experiential programming) explores their Jewish identity and connection with Israel. The School believes that it is very important for all students to engage in meaningful prayer and to experience what it means to be a part of community. We pray for various reasons: for students to be able to navigate their way through a prayer service, to foster spirituality, to connect with Am Yisrael (peoplehood) and to strengthen Jewish literacy. Students are encouraged to assume a leadership role during these services.

Throughout these Nafshi sessions and in Jewish Studies classes, students learn about and participate in elements of the full Jewish calendar, celebrating each of the chagim and yomim. They explore the history, customs and ideas entrenched in each one. Students are encouraged to explore their connection to each festival and important day in the Jewish calendar.

Opportunities for tikkun olam (social justice) are offered regularly. Leadership capacity and social action are fostered at various levels through Jewish Life programming.

As students move through the Middle School, Jewish life continues to permeate every week of the school calendar. Kabbalat Shabbat and the Jewish calendar are observed and celebrated, with opportunities for tikkun olam offered regularly. Students in Year 9 participate in an Israel-focused camp.

## Keshet

The Homeroom program in the Middle School is called Keshet (Hebrew for connection). Students start each day with a 15 minute Keshet period (Keshet Katan) to focus on their sense of wellbeing, mindfulness and social connection.

The aim of Keshet is to support the social and academic development of the cohort (class and year level), in order to build community.

The Keshet program focuses on activities with the following goals:

Positive Emotion – fun, energisers, ruach (spirit)

Opportunities – student voice, initiative, leadership

Relationships – peer to peer, student to teacher

Environment – physical and atmospheric

Support – academic and personal

The Positive Education movement continues to influence the curriculum through the teaching of skills such as mindfulness and gratitude. Students are encouraged to explore a range of practical strategies to maintain their own sense of wellbeing through workshops on Tai chi, yoga, sport and music taught through the Wellbeing curriculum and practiced during Keshet Katan.

The Keshet teachers are the first port of call for student wellbeing. This important pastoral care role ensures that all students feel supported at School.

## Student Leadership

Encouraging students to be 'upstanders' who now and in the future will assume leadership roles within the School, the Jewish community and beyond is of central importance at KDS. Student leadership, activism and voice are promoted in the Middle Years. There are a number of platforms which provide students opportunities to engage in leadership and activism. These are often student-led and guided by the Jewish Life team.

## Co-Curricular Programs

There are many valuable opportunities for students to be involved in engaging activities and programs outside of their regular timetabled classes. Participation is encouraged and recorded through the Kinor David program for students in Years 9 to 12; however, all students are encouraged to broaden their horizons. A selection of activities on offer include Morning Tefillah, instrumental music, choir, gym training, DAV Debating, and a large variety of lunch time clubs, including World of Writing, Arts Club, Q&A, and The Crown (school magazine). For a comprehensive guide, please refer to the Co-Curricular Information book (do we still use this? I don't think it's been updated). Further details about the schedule are available on myKDS at the start of each term via the 'Co-Curricular Activities' tile. Below are some highlights of the Co-Curricular Program offered at the School.

## Debating

Students in Years 7 and 8 have the opportunity to participate in the Debaters Association of Victoria's (DAV) Junior Secondary Program (JSP). The program is designed to provide training in the basic skills and structure of debating, whilst also giving students an opportunity to participate in three 'friendly' inter-school debates. The JSP leads naturally into the Schools Competition, which begins in Year 9.

Year 9 Students have the opportunity to participate in the DAV Schools Competition, which is the largest English-language debating competition in the world. In this competition, students participate in 3-on-3 style debates against students from other schools in their region. Students in Year 9 are introduced to the competition through a series of prepared topics. Each evening that the students debate, they receive individual and team-directed feedback from trained DAV adjudicators, which they can consider before the next round. The debates are held off-campus and families are welcome to listen to the debates. Participation by students is a wonderful opportunity for the students to develop logical and critical thinking, intellectual and emotional resilience, courage, and to improve their public speaking skills.

## Science and Technology

### MERIT

The MERIT program (Making, Engineering, Robotics and Innovative Technologies) offers students a range of STEM opportunities. These include: lunchtime clubs such as Game of Drones (Drone Club), coding challenges and making competitions as well as university / industry gateway programs. Additionally, students have the opportunity to use Technology Centre tools such as 3D printers and laser cutters for both personal and curriculum learning projects.

## Outdoor Education

The King David School operates Outdoor Educational activities from Years 3-11. Outdoor education is experiential learning in the outdoors that also encompasses skills from the formal studies of Mathematics, Science, Humanities and Jewish Studies. Students are given the opportunity to participate in a range of activities located in the outdoor environment. During their schooling, students will participate in activities from ropes courses, hiking, climbing, water-based activities, use of tents and cooking in a bush setting. An important aspect of the School's outdoor education philosophy is to encompass First Nations' views of the land and animals.

As well as specific skills, Outdoor Education activities are designed to challenge students on a personal and a group level. Students learn how to negotiate with others to achieve the best result, what is a safe level of risk, how to work best as an individual and as a team, how to lead others in challenging situations, and develop skills that they will be able to utilise throughout their lifetime.

Year 6 students have the opportunity to visit Canberra and explore the many national monuments and museums as well as learn about the Australian Parliament.

The Year 7 experience is designed to integrate the new cohort of students in an outdoor environment. Activities are based on team and friendship-building scenarios incorporating skills based on water, rope and cooking, as well as general physical challenges.

The Year 8 program takes our students to Gariwerd National Park (Grampians). Students work in small groups. The camp incorporates adventure activities and also has a bushwalk where the students sleep overnight in a tent, cook in small groups, and learn about communication and teamwork in a real world environment.

Year 9 camp is a culturally immersive experience in Central Australia, where students visit important landmarks (including Uluru) and camp outdoors to gain an appreciation of the natural environment. Hiking in the area is also a significant part of the camp experience.

Students meet with First Nations people living in the area to gain knowledge of special customs, and their vast knowledge about the local geology, flora and fauna.

## Performing Arts

### Instrumental Music Lessons

Private Instrumental music lessons for a wide variety of instruments are available. For further information please refer to the Co-Curricular Information book. To enrol your child please utilise the form on myKDS under myStudents.

### Ensemble Program

All students learning an instrument are invited to be part of The King David School Ensemble program. Each year, King David School ensembles participate in a broad range of concerts and events including Spring Concert, Assemblies and Presentation Evening. All Years 6 - 12 students who take individual instrumental lessons are required to take part in an ensemble as soon as their music teacher deems their skill level is sufficient. This provides them with regular opportunities to play with other musicians and to refine the skills that playing within a group provides. All students at The King David School are invited to sing in our Choral groups, and to audition for our yearly school Musicals.

Full details can found in the Co-Curricular Information book

### Middle School Musical

Students in Years 6 - 9 may participate in the Middle School Musical but are expected to complete an audition to determine their role (please refer to audition conditions in the Co-Curricular Information book). Students in Year 6 are not required to audition if they don't want a main role.

Students in Year 9 are eligible to participate in both the Senior and Middle School Musicals. This provides Year 9 students with significant opportunities to develop their confidence and skills in collaboration and problem solving.

## Special Programs

### Year 7 Kabbalat Mitzvah

Students in Year 7 work towards and participate in Kabbalat Mitzvah (receiving of the commandment), an evening of inter-generational learning focused on Shabbat as a symbol of Jewish life. In the lead-up, each student prepares a piece on 'their' parasha, offering a creative response and personal reflection on it.

### Year 8 Kabbalat Dorot

Students explore their family histories and create memorable albums that tell the story of their roots, their families and their journeys. They interview family members, analyse documents, examine artifacts and then use this information to write migration stories, biographies and speeches that document their family's story over the generations. The School also participates in Israel's Anu Museum's My Family Story, which involves students creating an artifact related to their family history. This process culminates in a special ceremony called 'Kabbalat Dorot' (receiving of the generations).

### Year 7 Project Slingshot

Project Slingshot is an exciting 2-day learning opportunity offered exclusively to our Year 7 cohort each year which challenges students to come up with original and inventive solutions to contemporary problems. It is a fast-paced, multi-disciplined, hands-on program which encourages innovation and emphasises the valuable skills of creativity, collaboration, critical thinking and communication. The name 'slingshot' is particularly relevant to The King David School as it calls to mind the biblical story of King David defeating Goliath – a message of resilience and grit that we encourage in our students. It also relates to the analogy of the slingshot from the popular game 'Angry Birds' to explain the idea of constantly testing, reflecting, refining and retesting an idea or product - all things students will have to do in order to succeed over the two day journey.

## **Year 8 Passion for Thinking**

In Year 8 all students undertake a week-long cross-curricular program that focuses on nurturing a Passion for Thinking (P4T). The project is especially designed for Year 8 students and encourages them to pursue a vision or goal by investigating a real world problem through the lens of the community, environment or a future career interest, while exploring the question, "How can I use my creativity to be a contributing member to society?" All Year 8 students share their thinking behind the project, demonstrate the 'product' and present an evaluation of their project to an audience and/or in an interactive exhibit.

## **Year 9 Nitzan Program**

Students in Year 9 are at a pivotal moment in their development. It is at this age that they begin to ask the questions "Who am I? Who do I want to be? How do others perceive me?" It is a period when young adults are tentatively developing a sense of self, are beginning to explore how they fit into the world around them, and start to question the status quo. The School has developed a full day program specifically designed to support and challenge our Year 9 cohort on their journey of self-discovery. Called "Nitzan", the program is dedicated to growing our students in a way that supports healthy living beyond school. Nitzan gives our adolescents ownership over their learning, empowering them to build skills for their future through a variety of vibrant, dynamic and practical learning opportunities. Students wear their Nitzan T-Shirt and Hoodie and casual clothes every Wednesday to further emphasise that Nitzan is special and to create a sense of belonging.

At the start of every Wednesday, the Year 9 students begin their day with exercise in the Kick Start program where students participate in a range of physical and mindful activities (yoga, meditation, running and personal training) designed to centre and ground them as well as stimulate blood flow to the brain, good for learning and stress management. This is followed by a shared breakfast prepared by the cohort and time to connect with their peers.

Each term has a theme which is developed through activities, excursions and peak experiences. The model follows the School's understanding of educational neuroscience combining Project Based Learning (PBL) and Design Thinking (DT) and is supported by content from our Wellbeing curriculum.

### **Term 1 - Life hacks**

Term 1 is about life beyond the classroom and the focus is on practical skills to help them enter the adult world. They will achieve accreditation in CPR, Barista Basics and Food Handling. Students will also learn how to write their own CV, have an introduction into the fundamentals of finance as well as develop a deeper understanding of their character strengths and communication styles.

In our Project Based Learning (PBL) unit, students will learn handy house hold skills such as sewing a button, changing a tyre or a washer in a tap. They will learn about basic mechanics (bicycles and automobiles) as well as carpentry and landscaping.

### **Term 2 - Ethics, rights and responsibility**

We begin this term with a brief look at our systems of governance and justice. Then we take a deep dive into social action by asking, what is the most effective way to change the world?

Students will be exposed to a variety of issues affecting the world today. They will be encouraged to find out what they are passionate about and will be inspired by the array of entertaining and thought provoking activists all shining a light on their issue using a different modality including written word, spoken word, visual art, performance arts, film and in social media.

### **Term 3 - Tikkun Olam**

This term our students are encouraged to explore the notion of giving back. They will hear from a range of philanthropic institutions about the work they do and the impact it has on the community. Part healing the world, part work experience, our students will commit to volunteering at one of these organisations weekly.

### **Term 4 - Multicultural Melbourne**

This term, our students will be exploring Melbourne - visiting prominent landmarks and visiting with various communities of people who have made Melbourne their home. They will see the sights, enjoy the smells and sample the food of multicultural Melbourne. They will then create a multicultural feast which they will cook and share as a Year 9 community.

## Sport

Sport and physical activity is a very important part of adolescent development, health and wellbeing. It provides students with increased fitness, coordination, fundamental motor skills, fair play and a focus on health. Through a variety of programs students engage in a selection of sports which provide avenues for life-long participation in physical activity. Students are encouraged to participate to the best of their ability and provides an opportunity for students to build resilience and sportsmanship through the EISM competition in both individual and team sports. At King David we encourage positive physical activity behaviour through School Sport, Physical Education and before and after school opportunities. .

### Before school and Lunchtime Sports

A qualified Gym and Pilates coach is available for before school (7.30am to 8.30am) and lunchtime every day. There is a wide range of sports on offer each week.

### Snow Sport

The King David School provides a range of opportunities for students to compete and participate socially in Snow Sports. Each year the School participates in the ABL Jewish Inter-school Snow Sports competition at Mt Buller, which is supported by our optional ski camp. Other options for snowsports include the Victorian Interschool Skiing Championships.

### Interschool Sport

All students in Years 6-9 compete in weekly Inter-School Sport. Students in Year 6 compete in the Balaclava District competition. Students in Years 7, 8 and 9 compete in the Eastern Independent Schools Melbourne (EISM) competition. Students in Years 7 - 9 are expected to attend weekly training outside of school hours. Generally training for Year 7 students takes place from 3.45 pm - 4.45 pm each Thursday and Years 8 - 9 training sessions run 7.45 am - 8.30 am or 3.45 pm - 4.45 pm each Monday, dependent upon the sport for which your child is selected.

Beyond these regular competitions the School also competes in other boutique competitions and tournaments which provide students further opportunities to extend themselves such as the AFL 9s Jewish Schools Cup, Hooptime, VCC Basketball, EISM Chess and Maccabi Golf.

### Balaclava District Sports (Years 5 & 6)

TERM 1	TERM 2	TERM 3	TERM 4
Basketball	AFL	Athletics	Handball
Cricket	Netball		Sofcrosse
Hockey	Soccer		Touch Rugby
Softball	Tee-ball		Rounders
Volleystar			

### EISM (Years 7- 9 Boys)

TERM 1	TERM 2	TERM 3	TERM 4
Athletics (Years 7-9) Swimming (Years 7-12)	Badminton (Year 7) Basketball (Years 8 & 9) Indoor Cricket (Year 7) Indoor Soccer (Years 8 & 9) Softball (Years 8 & 9) Table tennis (Years 8 & 9) Volleyball (Year 7)	Cross Country (Years 7-9) Football 12s (Year 7) Indoor Soccer (Year7) Soccer (Years 8 & 9) Table tennis (Years 7-9) Volleyball (Years 8 & 9)	Badminton (Years 8 &9) Basketball (Year 7) Indoor Cricket (Years 8 & 9) Netball (Years 8 & 9) Soccer (Year 7) Tennis (Years 7-9)



## EISM (Years 7- 9 Girls)

TERM 1	TERM 2	TERM 3	TERM 4
Athletics (Years 7- 9) Swimming (Years 7-9)	Badminton (Year 7) Basketball (Years 8 & 9) Hockey 7s (Year 7) Indoor Soccer (Years 8 & 9) Table tennis (Years 8 & 9) Volleyball (Year 7)	Cross Country (Years 7-9) Indoor Soccer (Year7) Netball (Year 7) Soccer (Years 8 & 9) Table tennis (Years 7-9) Volleyball (Years 8 & 9)	Badminton (Years 8 &9) Basketball (Year 7) Hockey (Year 8 & 9) Netball (Years 8 & 9) Soccer (Year 7) Tennis (Years 7-9)

## Library Resources

The Michele Bernshaw Resource Centre is a gateway to a wide variety of physical and virtual resources, available to all members of the KDS community.

Resources available include:

- A vibrant and diverse fiction collection boasting a broad range of recreational reading options. From graphic novels, young adult and general fiction to poetry and modern classics, this collection offers compelling reading
- The non-fiction collection gives library users the resources necessary to extend their research across a wide variety of subjects. An extensive Jewish collection, Biography and Holocaust Literature collection are the strengths of the non-fiction area
- Languages Other Than English (LOTE) are supported with Hebrew and French collections
- The Teacher's Reference collection supports staff with a range of current and past text books and manuals. Students may borrow from this collection with the permission of their teacher
- Students and staff are invited to approach library staff with research questions. A short informal reference interview assists staff to retrieve the relevant information from a variety of print and online sources. Delivering quality, peer-reviewed information is our goal
- Online editions of The Age are available through the library portal
- Full text databases of Australian and New Zealand newspaper articles are available on request. Library staff offer referencing and citation assistance as well as time management and organisational advice
- Support with printing, computing and simple IT troubleshooting is available during certain lunchtimes

## Technology

Students are required to bring their own device (BYOD) to school. Students are reminded that access to the network is according to School Policy guidelines that forbid access to inappropriate sites. Students are also to abide by the Mobile phone policy. These policies can be found here: <https://my.kds.vic.edu.au/homepage/1822>. Mobile phones should be kept in lockers.

## Student Services

Student Services plays a critical role in supporting students with diverse needs. The department offers services such as:


- 1. Additional Needs:** identifying and supporting students with educational needs. Learning Support teachers work closely with teachers, parents and other professionals to develop Individual Education Plans and to provide accommodations, modifications or specialised instruction. Learning Support teachers may assist students in setting goals, study skills, executive functioning and accessing resources to support learning.
- 2. Psychological Services:** school psychologists work with teachers, year level coordinators, students and their families in supporting the emotional, social and behavioural needs of students. This may include collaborating with external professionals, counselling, behaviour support, and intervention programs to support student well-being and foster a positive school environment.
- 3. High Potential Education:** the department assists in identifying academically able students and providing guidance on differentiated instruction, and enrichment programs.
- 4. Education Support Officers (ESOs):** a team of dedicated ESOs work alongside teachers to support students in their academic learning, and self-regulation.

## Uniforms

The school uniform serves as a tangible connection to our school's culture and community, fostering a sense of belonging and unity among students. It promotes a shared identity, regardless of individual backgrounds, and reflects our values and traditions. By wearing the uniform, students contribute to the collective spirit and pride of our school, reinforcing a positive and inclusive learning environment. Accordingly, they are expected to wear their school uniform with pride at all times. We also ask students to adhere to the appearance standards set by the school, recognising that maintaining a neat and professional appearance contributes to a positive learning environment for all.

## Standards of Behaviour

The King David School expects a high standard of behaviour from all students. This standard is governed by four principles as described below. We strive to regularly articulate, model and reflect on this standard of behaviour, by explicitly referencing the four governing principles, so students have a clear idea of what is expected of them.

Principle governing Positive Behaviour	In the Classroom בתוך הכיתה	Outside of the Classroom מחוץ לכיתה	In General באופן כללי
<p><b>Respect</b> כבוד</p>  <p>Respect</p>	<ul style="list-style-type: none"> <li>We demonstrate regard for other people's ideas, values, and contributions</li> <li>We listen attentively to our teachers and fellow students</li> <li>We value the learning and teaching time of the whole class</li> <li>We contribute to a focused learning environment</li> <li>We treat personal and shared resources with care, including classroom materials and equipment</li> </ul>	<ul style="list-style-type: none"> <li>We communicate appropriately with staff and peers ie. language and tone</li> <li>We cooperatively share space</li> <li>We wait patiently and considerately for staff to arrive</li> </ul>	<ul style="list-style-type: none"> <li>We honour others' personal boundaries</li> <li>We use polite language, and appropriate manners in all interactions</li> <li>We are mindful and considerate of everyone's personal space and safety</li> <li>We wear our school uniform correctly and with pride</li> </ul>
<p><b>Community Mindedness</b> קהילתיות</p>  <p>Community Mindedness</p>	<ul style="list-style-type: none"> <li>We wait for our turn to speak</li> <li>We actively include all students in group activities, discussions, fostering a sense of belonging for all</li> <li>We work cooperatively with all of our peers</li> <li>We offer assistance or support to classmates when needed, creating a collaborative and helpful learning environment</li> </ul>	<ul style="list-style-type: none"> <li>We invite others into group activities</li> <li>We are considerate of others as we move around the campus ie. standing aside and waiting patiently so others can pass, opening doors for other people</li> </ul>	<ul style="list-style-type: none"> <li>We maintain a positive social environment by avoiding negative behaviours such as gossiping or disrespectful comments</li> <li>We act as an upstander</li> <li>We act to include others</li> <li>We choose to be actively involved in our school community</li> </ul>
<p><b>Honesty</b> ישר</p>  <p>Honesty</p>	<ul style="list-style-type: none"> <li>We maintain academic integrity in all assignments and assessments by ensuring our work is our own and that it meets the requirements</li> <li>We own our mistakes and are open to learning from them</li> </ul>	<ul style="list-style-type: none"> <li>We know the rules and we follow them because we understand that they help create a better learning environment, which is safe for all</li> <li>We recognise our mistakes, admit when we are wrong and take appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>We are sincere and transparent about mistakes or misunderstandings in our social relations</li> <li>We always communicate truthfully and openly, both in words and actions</li> </ul>
<p><b>Responsibility</b> אחריות</p>  <p>Responsibility</p>	<ul style="list-style-type: none"> <li>We demonstrate we are ready for learning by being punctual to class, with essential stationery, books and charged devices.</li> <li>We actively seek help when needed</li> <li>We participate fully in the learning process putting in effort to produce quality work</li> </ul>	<ul style="list-style-type: none"> <li>We ensure the safety of others</li> <li>We keep shared spaces, corridors and locker areas clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>We find opportunities to lead by setting good examples</li> <li>We accept responsibility for our own actions</li> <li>We represent our school positively in public</li> </ul>

The School's Positive Behaviours policy aims to help students meet the standards described above. We know that students will make mistakes as they develop and it is important for the school to provide a system which helps students to be their best. The types of behaviours the policy addresses are listed below.

Type of Misbehaviour	Examples
<b>Misbehaviour in the classroom</b>	<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Disrupting lessons</li> <li>• Rudeness</li> <li>• Calling out</li> <li>• Not following instructions</li> <li>• Teasing</li> <li>• Low-level harassment</li> <li>• Mishandling of property</li> </ul>
<b>Misbehaviour outside the classroom</b>	<ul style="list-style-type: none"> <li>• Truancy on-site</li> <li>• Low-level physicality with other students</li> <li>• Teasing</li> <li>• Harassment</li> <li>• Mistreatment of or damage to property</li> </ul>
<b>Major Misbehaviour</b>	<ul style="list-style-type: none"> <li>• Truancy off-site</li> <li>• Swearing at a staff member</li> <li>• Repeated rudeness toward staff members</li> <li>• Repeated failure to comply with staff instruction</li> <li>• Repeated misbehaviour in class</li> <li>• Threats of physical violence or other forms of harassment</li> <li>• Physical violence towards students or staff</li> <li>• Wilful damage to school or student property</li> <li>• Theft of school or student property</li> <li>• Possession of prohibited items at school (inc. weapons).</li> <li>• Smoking, vaping, drinking alcohol or consuming illicit drugs</li> <li>• Actions or behaviours that bring the School into disrepute online or in person</li> <li>• Consistently behaving in a manner that interferes with the educational opportunities of any other student or students</li> <li>• Behaving in a way that threatens the good order of school programs</li> <li>• Engaging in discriminatory behaviour either in person or online, including bullying or comments made on the basis of race, sexuality, gender.</li> </ul>
<b>Infringements</b>	<ul style="list-style-type: none"> <li>• Not adhering to the School's uniform policy</li> <li>• Not adhering to the School's phone use policy</li> <li>• Not adhering to the School's lateness policy</li> <li>• Not adhering to the School's gum policy</li> </ul>

For the various areas, there are appropriate and relevant consequences. See the School's Positive Behaviour Policy for full details.

By providing a supportive and nurturing environment, along with appropriate consequences we aim to help our young people learn from their mistakes, grow personally, and develop into well-rounded individuals who contribute positively to society.

## B'nei Mitzvah

Becoming Bnei Mitzvah is a significant moment in a person's life and in the life of their family and community. As such, it is an event to be celebrated and shared, often through a 'simcha' (party or joyous event). The School provides tuition for students in preparing for reading from the Torah and leading a service for their B'nei Mitzvah. This can be accessed via myKDS by choosing the B'nei Mitzvah form found under myStudents and should be requested approximately twelve months prior. While B'nei Mitzvah are essentially private events, as a School community we have expectations of our students and requests of families.

### **Planning B'nei Mitzvah:**

The School keeps a centralised directory of B'nei Mitzvah dates for parents to view in order to minimise clashes of dates among School families. This can be accessed via myKDS by choosing the B'nei Mitzvah form found under myStudents. When planning your Simcha, please consider The King David School Foundation in choosing a charity or charities to support. Students are also encouraged to couple this with other charitable organisations that they and their families value. While the size of a simcha will vary, students are asked to be sensitive to others when inviting and to do so discreetly (or include all students if it means only a few are not included). Our families come from all walks of Jewish life, so being mindful of Shabbat and kashrut protocols enhances our inclusive ethos.

### **Attending B'nei Mitzvah:**

All King David students are expected to conduct themselves appropriately when attending synagogue or receptions for B'nei Mitzvah ceremonies of classmates. They should pick up a siddur and Chumash when entering the synagogue so they may follow the service and join in responses.

It is preferable that parents attend with their children and students sit with their families in synagogue. If sitting with fellow classmates, students must ensure they remain in their seats for the entire service and that their conduct does not distract others or detract from the occasion in any way. They should behave in such a way as to reflect positively on themselves and our School.

# Curriculum Overviews

The Middle School program is designed to enable students to build upon the concepts and skills taught in the previous year. As students progress through their schooling, they are afforded greater opportunities to explore areas of interest through a range of electives.

## Year 6

### Introduction

Students in Year 6 have ample opportunity to thrive and succeed in a supportive and nurturing environment. They are encouraged to navigate the transition to the Magid Campus with resilience, excitement, and a sense of wonderment. We have created an inclusive environment where every student has the opportunity to be empowered, embrace change and thrive academically, socially and emotionally. Through meaningful and interactive learning experiences, students are encouraged to build their curiosity, creativity, whilst discovering new opportunities for growth and learning. Year 6 students embark on a journey of discovery, exploration, and personal development, preparing them for Senior School and the opportunity for future success.

### Curriculum Overview

<b>Core Subjects</b>	
Art	
Classroom Music	
Drama	
English	
Hebrew	
Humanities	
Jewish Studies	
Mathematics	
Nafshi	
Philosophy	
Physical Education	
Science	
Sport	
Wellbeing	
<b>Kindle Subjects</b>	
Drama	One Term each on rotation
Philosophy	One Term each on rotation
Robotics	One Term each on rotation
Yoga and Mindfulness	One Term each on rotation

## Year 7

### Introduction

In Year 7, our focus is on setting students up to be successful learners now and in the future; to be motivated, curious individuals, engaged with the world around them and their own wellbeing. Students take a wide variety of core and elective subjects alongside exciting co-curricular opportunities. The academic, social and emotional wellbeing of an individual is paramount, as is creating a dynamic, nurturing environment which sets the tone for their Middle School years and inspires them well beyond that.

### Curriculum Overview

<b>Core Subjects</b>	
Art	
Classroom Music	
Coding	
English	
Hebrew	
Humanities	
Jewish Studies	
Mathematics	
Nafshi	
Philosophy	
Physical Education	
Science	
Sport	
Technology	
Wellbeing	
<b>Elective Subjects</b>	
Drama	Semester 1 or 2 or both
Creative Design	Semester 1 or 2 (Repeat)
Digital Technologies - Computer Game Development	Semester 1
Design Technology - (STEM)	Semester 2
Food and Society	Semester 1 or 2 (Repeat)
Sport Science	Semester 1 or 2 (Repeat)

## Year 8

### Introduction

Year 8 students are nurtured and supported through positive reinforcement and guidance from staff. The Wellbeing Curriculum focuses on topics that are relevant to their stage of development offering opportunities for sharing and discussion. Camp is an opportunity to learn new skills and respond to personal challenges as well develop social competence in an organised and safe environment. Students also build on their academic skills particularly in the area of critical thinking and formulation of ideas. Along with core subjects, there is a great choice of electives to suit varying talents and interests allowing students to explore areas for future study and focus. Wellbeing and social interactions play an important role in Year 8 as students embark on a journey of self discovery and finding their place in our community.

### Curriculum Overview

<b>Core Subjects</b>	
Art	
Coding	
English	
Hebrew	
Humanities	
Jewish Studies	
Mathematics	
Music	
Nafshi	
Philosophy	
Physical Education	
Sport	
Science	
Technology	
Wellbeing	
<b>Elective Subjects</b>	
Creative Design	Semester 1 or 2 (Repeat)
Digital Technologies, Networks and Programming	Semester 1
Design Technology - Tiny House Project (STEM)	Semester 2
Drama	Semester 1 or 2 (Repeat)
Food and Society	Semester 1 or 2 (Repeat)
King Arthur - History and Myth	Semester 1 or 2 (Repeat)
Literature	Semester 1 or 2 (Repeat)
Media	Semester 1 or 2 (Repeat)
Sport Science	Semester 1 or 2 (Repeat)



## Year 9

### Introduction

As students progress to becoming leaders of our Middle School, Year 9 offers them opportunities to explore their passions and interests via an extensive program of subject electives and hands-on learning during Nitzan that builds valuable skills for their lives beyond the classroom.

The King David School curriculum for Year 9 students is divided into two sections – core and elective. Electives are generally organised as semester-long units. The core curriculum in Year 9 continues to develop and extend the skills and knowledge base that students will need in order to succeed as they move into the Senior years. The wide range of elective choices fosters the students' ability to pursue their own individual interests and talents.

It is important to understand that while the School endeavours to ensure each student is able to pursue their elective choices, this is not possible in all cases, as the constraints of blocking subjects against each other may limit some possibilities or due to lack of numbers.

### Curriculum Overview

Core Subjects	
English	
History	
Jewish Studies	
Mathematics	
Science	
Sport	
Wellbeing	
Elective Subjects	
Archaeology	Semester 1 or 2 or both
Art	Semester 1 or 2 or both
Business Studies	Semester 1 or 2 or both
Drama	Semester 1 or 2 or both
Forensic Science	Repeated: Semester 1 or 2
Geography	Semester 1 or 2 or both
Hebrew Aleph	Continuous subject
Hebrew Pathway to VET	Continuous subject
History of Sport	Semester 1 or 2 or both
Literature	Repeated: Semester 1 or 2
Media	Semester 1 or 2 or both
Music	Semester 1 or 2 or both
Philosophy (Ethics)	Semester 1 or 2 or both
Sport Science	Semester 1 or 2
Technology	Semester 1 or 2 or both
Torah Trails	Semester 1 or 2 or both
Visual Communication Design	Semester 1 or 2 or both

# Middle School Subject Guide

## Year 6 Core Subjects

### Art

#### Introduction

Year 6 Art is centered around exploring identity and self expression through objects and still life. Students will experiment with varying skills, techniques and processes to help begin to develop their own unique artistic style.

They will plan a final artwork and will learn to follow the art-making process beginning with experimentation, then planning, trialing, and executing an original artwork. They will begin to develop skills in documenting and planning via the use of their own visual diary. They will be exposed to a range of media and materials including, but not limited to, acrylic paint, graphite, markers, watercolour pencils, and pastels. They will participate in various workshops where they will learn observational drawing skills and colour theory aimed to assist them in better executing their ideas. To help inform their practical work they will also be exposed to traditional and contemporary art works and will begin learning art terminology by completing theory tasks. Students will also have the opportunity to visit galleries during a full day excursion and explore some of the enriching art experiences Melbourne has to offer. Overall, the Year 6 Art course focuses on fostering the skills needed for secondary school whilst also cultivating a love of Art and creative thinking.

#### Content

##### *The Lost Thing*

In this unit you will be exploring Shaun Tan's book and short film 'The Lost Thing.' During this unit we will consider what it means to be lost, how we consume and discard objects, and our fears around things that are different. Using recycled materials and objects you will create creatures like the Lost Thing so that by the end of the term we can display your work as the Land of the Lost Things as a group.

##### *Life Unit*

In this unit you will learn about the artist Michael Craig-Martin and create an A3 artwork in his signature style. You will need to consider what objects in your life hold meaning to you and you will explore how objects can be linked to your daily life, feelings and nostalgia.

#### Assessment

- Theory task (Shaun Tan)
- Visual Diary
- Finished artwork and Diary (Life Unit)
- Research task (Life Unit)

## Classroom Music

### Introduction

Students draw on music from a range of cultures, times and locations. As they make and respond to music, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in the music they make and observe.

Students extend their understanding of safety in the arts. Their understanding of the roles of artists and audiences builds on previous years. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different musical experiences as they engage with more diverse music as artists and audiences.

### Content

- Participation and collaboration in the class brass band program
- Developing a practise routine
- Manipulation of pitch, rhythm, harmony, and lyrics to create a short song for students
- Manipulation of loops to create a short work using BandLab
- Analysing the context, expression, and elements of music in short works
- Developing theory and aural skills

### Assessment

#### *Performing*

- Solo performance of technical skills and work(s)
- Ensemble performance of work(s)

#### *Composing*

- Composition of a short work using standard music notation
- Composition of a short work using music technology

#### *Listening*

- Analysis of a short work
- Listening & responding test

## English

### Introduction

Year 6 English immerses students in a world of language, literature and literacy through a variety of texts, grammar exercises and creative assessment tasks. A seminal feature of the curriculum is the wide reading program where students participate in literary discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. Students understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events, comparing and analysing information in different texts, explaining literal and implied meaning.

### Content

*Unit 1 Literature Circles:* Students choose from a range of novels and, working in groups, sharpen their individual understanding of how experiences are shaped by particular narratives.

*Unit 2 Holes:* Louis Sachar's novel focuses on key elements such as justice and morality against a backdrop of a correctional boot camp where Stanley will literally and figuratively dig for answers exposing students to ethical dilemmas, problem solving and vocabulary enrichment.

*Unit 3 Chinese Cinderella:* Adeline Yen Ma's autobiographical story introduces students to the rich textures of other cultural traditions to their own and to a more complex expose to vocabulary choices, grammatical structures and narrative.

*Unit 4 Film as Text:* Students will engage in an in-depth study of an Australian film, and consider the impact of the ways that perspectives about and representations of Australia and aspects of the Australian identity are constructed in Australian films.

### Assessment

Students will complete a range of written, spoken and/or multimodal assessment tasks across each Unit.

## Hebrew

### Introduction

Hebrew at The King David School is based on the Bishvil Ha-Ivrit program and is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

### Content

The Bishvil Ha-Ivrit program seeks to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues.

In order to achieve these goals, Bishvil Ha-Ivrit, rooted in the Communicative Approach, offers students multiple opportunities to develop their four communicative skills – speaking, reading, listening and writing, as well as critical thinking skills through sequential linguistic progression (grammar and vocabulary) embedded in socially relevant themes, resources and learning experiences. The program introduces students to Hebrew from all historical periods: biblical, rabbinic, medieval, enlightenment and modern through authentic adapted texts from a wide variety of genres - conversations, interviews, articles, notes, questionnaires, songs, prose and poetry, and more.

As students gradually develop their Hebrew language proficiency and feel at home with the Hebrew language, they also interrogate and become aware of diverse viewpoints on daily life in Israel, Jewish tradition and history, society as a whole, and the world. In turn, we hope that students become critical consumers and articulate, ethical and responsible producers of new thoughts and texts in Hebrew.

### Assessment

- Speaking
- Reading
- Writing
- Listening
- Cultural projects

## Humanities

### Introduction

Students in Years 6 explore History and Geography for one semester each, through inquiry based units of work. The activities are designed to promote curiosity and develop an understanding of the way in which people and societies have organised themselves. Students engage in activities to identify motivations for the actions of past individuals and groups and investigate how people and environments influence one another.

### Content

Beginning with First Peoples of Australia, students explore how past events have shaped the world around them, as well as the different experiences and perspectives of Australian democracy and citizenship. They gain an understanding of the move towards Australian Federation and the reasons why people migrate to different countries.

### Assessment

Students constantly check in for understanding in low-key, low stakes formative assessment, encouraging a love of knowledge and understanding rather than a grade. These take the form of written, spoken and multimodal assessment tasks across each Unit.

## **Jewish Studies**

### **Introduction**

Through the Middle School, students will move through units that focus on the richness and complexity of Jewish ethics; 'Big picture' Jewish history - as well as in-depth opportunities to look closely at a particular period; regular Israel engagement in stand-alone units or within the context of the broader Jewish world, and a range of traditional and modern Jewish text types. Jewish Studies units aim to engage the 'head, heart and hands' of students, developing concepts, values and skills. Skills to be developed include comprehension, making connections, integration of primary and secondary sources and communication in written, verbal and creative forms.

### **Content**

Our Place in the Universe - concepts of sustainability and environmentalism through an exploration of biblical texts and contemporary practices.

Jerusalem - Learning about the geography of the city and the people who call it home. Students will develop an understanding as to why Jerusalem has played a central role in Jewish thought and practice for thousands of years.

Book of Yonah - This biblical text study unit encourages students to consider the structure of the Tanach, the role of biblical prophets and what the text teaches us about themes of repentance and forgiveness.

What makes a Jewish community - Students will learn about how Jewish communities have traditionally been structured and the institutions that support our Melbourne Jewish Community.

Chagim and Yomim - Students learn about and mark each important day on the Jewish calendar with learning related to the holiday.

### **Assessment**

- Tests
- Project Based Learning Tasks
- Chevruta/Group Work

## Kindle Program

### Introduction

King David is always looking for new ways to engage and inspire students in their learning. 'The Kindle Program,' has been created to allow Year 6 students the opportunity to engage in a variety of different learning areas, to compliment their core curriculum. The program aims to empower our young people with a rich set of life skills while encouraging them to develop creativity and personal growth.

### Content

Students participate in the following subjects, rotated each term. The lessons comprise one period per week.

#### *Drama*

The drama program fosters self-expression, boosts confidence and provides a safe space for our young people to explore emotions and ideas. Through improvisation and role-playing, drama encourages empathy helping our Year 6 students develop a deeper understanding of others' perspectives. Students develop communication and teamwork skills as they collaborate with their peers in making performances. The Kindle drama curriculum ignites creativity and critical thinking, promoting problem solving skills and out-of-the-box solutions.

#### *Philosophy*

Philosophy is focused on the thoughts, ideas, and questions of the students themselves, rather than any traditional philosophical topic. The teacher facilitates discussion with the aim to help foster a climate of critical thinking, guiding and informing student inquiries, helping them pay attention to the quality of their reasoning, and making sure they realise that they're meeting on terms of equality and mutual respect — all with an underlying commitment to rational thinking as the mechanism for making better judgments. Philosophy gives students the possibility of seeing that their ideas have value, and that others have different ideas that have value too.(AB)

#### *Robotics*

Students will compete against their peers in a Lego Robotics (Ev3) Sumo Bot Competition. They will work in teams to collaboratively learn how to construct the Ev3 Sumo Bot, applying programming concepts and using sensors and outputs. Using an iterative design process, and applying scientific and engineering concepts, they will build, test and improve their robot before competing against other robots to see which Sumo Bot can push their opponent out of the ring for the win!

### Assessment:

Sumo Bot engineered for strength and speed using block-based coding to program sensors, motors and decision-making to compete against other robots.

#### *Yoga / Mindfulness*

The Yoga, Mindfulness and Mindful Art Kindle Program is aimed at enabling students to learn how to cultivate a sense of inner peace, self-awareness and emotional wellbeing. Through the practice of Yoga, students develop physical strength, flexibility and balance, while also learning valuable breathing and mindful techniques to calm minds and reduce stress. The incorporation of specific mindful art activities provides a creative outlet for self-expression in a calm and peaceful environment. Students learn how to 'just be' in the present moment, totally absorbed in the enjoyable process of the task at hand, free from distractions, judgement and self-consciousness. Students learn that these useful mindful techniques are always available to them when they feel the need to de-stress, calm their minds and find a sense of inner peace.

## Love of Literature

### Introduction

The love of literature sessions aim to expose high-achieving literacy students to diverse and complex texts. Students selected for this subject are withdrawn from their regular English class once per week for the duration of the year. This provides opportunities to explore texts and study language beyond the English curriculum, as well as the chance to work in small groups with like-minded students.

### Content

Selected students will begin their journey by exploring Greek and Roman mythology. They will investigate the construction of mythological texts as well as craft their own by adopting the language and narrative structures. Students will also explore the ways in which the mythologies reflect or challenge the values of individuals and groups. During Semester Two, students will have the opportunity to immerse themselves within literary analysis within visual and written frameworks, using the text, *Where the Wild Things Are*. Students will begin to explore the premise that in literature the meaning lies just beneath the words and images as they delve into post-colonial and psychoanalytical frameworks.

## Mathematics

### Introduction

At Year 6, the Mathematics curriculum aims to ensure that students develop useful mathematical and numeracy skills for everyday life. Students are encouraged to see connections and apply mathematical concepts, skills and processes to pose and solve problems.

### Content

- Four arithmetic operations with whole numbers, fractions and decimals
- Percentages
- Transition from number sentences to algebraic expressions
- Measurement of perimeter and area of 2D shapes; and volume of 3D shapes
- Lines and angles
- Maps and coordinates
- Symmetry and transformations
- Handling of data

### Assessment

Student understanding is assessed via formative and summative assessments. Formative assessments include homework tasks, projects, in-class quizzes and practice tests. Summative assessments include regular topic tests. Some formative assessments and all summative assessments are reported upon on the myKDS reporting system, with all summative assessments given a percentage measure of achievement and a feedback comment.

## Mathematics Extension

The extension Maths program enables talented students to help further enrich and increase their ability to think mathematically while solving a variety of problems. Students in Extension Maths class have the opportunity to compete in a variety of Maths competitions throughout the year, both individually and in a group. The Extension Maths program covers the Maths curriculum on a broader level with an extra focus placed on algebraic thinking, problem solving and Mathematical investigations. Students selected for Maths Extension are withdrawn from their regular class once per week to work on these tasks.

## Nafshi

### Introduction

Jewish Experiential education is at the heart of our school and manifests in a weekly lesson for all Year 6 students. It is run by the Jewish Experiential Educators. The purpose of the Nafshi (My Soul) lessons is to provide a space where students can explore their connection to Judaism through their heads (believing and conceptualising), hands (behaving through skills) and hearts (belonging). It is a space to experience the spirit and traditions of Judaism and to explore, question and debate modern and ancient Jewish ideas including the land and State of Israel.

### Content

Throughout Nafshi students will be offered the opportunity to engage in a range of experiences, from traditional and creative approaches to Tefillah, to exploring forthcoming chagim (festivals). It is also a time to discuss developments in the Jewish world and hear from guest speakers. Each lesson students will participate in a Tefillah service and an experiential activity on the term's topic. Each term's topic is guided by an inquiry question.

### Inquiry Questions:

- Term 1 - What is the significance of becoming Bnei Mitzvah?  
What are my responsibilities involved in this time in my life?
- Term 2 - What do Jewish symbols and Judaica represent in Judaism?
- Term 3 - How do Jewish rituals connect to Israel?
- Term 4 - What is the purpose of brachot in our lives?

## Physical Education

### Introduction

Year 6 Physical Education students will develop and refine basic and complex motor skills and apply these in a range of physical activity settings. The curriculum supports students to manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences and apply movement concepts and basic strategies. They will explore specialised movement skills and apply them in different movement situations and settings. Students will also experience some fitness testing and cultural games. These activities are designed to enhance fitness, the ability to work together in small groups along with developing self-management and interpersonal skills.

Athletics	T-Ball/Rounders
Badminton	Table Tennis
Cultural games	Tennis
European Handball	Throw/catching modified play
Hockey/Floor Hockey	Volleyball/stars
Netball	Fitness and challenge games
Strike/field modified play	Minor games
T-Ball/Rounders	Fitness testing
Table Tennis	
Tennis/	
Throw/catching modified play	
Volleyball/stars	
Fitness and challenge games	
Minor games	
Fitness testing	

## Science

### The Young Scientist Program Level 1

#### Introduction

The Young Scientist Program is a two year program that focuses on developing our young scientists' sense of wonder through a variety of engaging units. There is a strong emphasis on developing key skills that will allow them to confidently explore scientific content further up the school curriculum.

#### Content

##### *Semester One:*

1. Explore our world of Fantastic Beasts and apply our understanding to changing environments.
2. Break down matter into smaller pieces to investigate how matter interacts.
3. Take up the challenge to create solutions to minimise impacts of natural disasters.
4. Formulate big questions and answer them through scientific methods.

##### *Semester Two:*

1. Play with light and unlock its secrets.
2. Travel to the moon and discover the reasons behind light, dark and everything in between!
3. Take up the challenge to research and pitch solutions to energy usage problems.
4. Formulate big questions and answer them through scientific methods.

#### Assessment

A variety of assessments focusing on developing key skills:

- Qualitative writing
- Scientific writing
- Tests
- Assignments



## **Wellbeing**

### **Introduction**

The overarching theme in Year 6 Wellbeing is friendship. The lessons focus on the development of social skills, health education and moral development. Students will explore a range of important topics including; bullying, cyber safety, emotional intelligence, mindfulness and resilience.

### **Content**

- Friendship Program and Cyber Safety
- Transition and Independence
- Help Seeking
- Emotional Intelligence
- Positive Coping
- Problem Solving
- Cyber Bullying
- Puberty
- Tobacco and Vaping
- Racism and Diversity
- Friendship program

## Year 7 Core Subjects

### Art

#### Introduction

Students will develop a range of art making techniques through the lens of portraiture. This unit will focus primarily on the history of portraiture. Students will develop technical drawing skills and various painting techniques. Students will plan and document in their visual diary and complete a theoretical theory task.

#### Content

##### *Creating and Making*

Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present artworks that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making art works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

##### *Exploring and Responding*

Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in art works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary art works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

#### Assessment

- Visual Art diary
- Finished artwork 1 (Drawing)
- Finished artwork 2 (Painting or mixed media)
- Art analysis

### Classroom Music

#### Introduction

Students make and respond to music independently and collaboratively. They use listening skills to identify and make decisions about how they can manipulate the elements to achieve expressive outcomes or realise specific intentions when composing and performing. They sing, play, create, document (notate/record) and perform music in a range of styles, focusing on technical accuracy, use of expression and maintaining an independent part against contrasting parts. They develop an understanding of how musicians communicate in ensembles and perform to audiences in a variety of settings. As they make and respond to music, students explore social, cultural and historical influences on music from diverse times, cultures and locations. They evaluate ways that elements of music are manipulated to communicate composers' and performers' intentions, and the use of technical and expressive skills in music they listen to, create and perform.

#### Content

- Participation and collaboration in the class percussion band program
- Developing a practise routine
- Manipulation of tempo, dynamics, and tone colour to create a short work for other media
- Analysing the context, expression, and elements of music in short works
- Developing theory and aural skills

#### Assessment

##### *Performing*

- Solo performance of technical skills and work(s)
- Ensemble performance of work(s)

##### *Composing*

- Composition of a short work using standard music notation and music technology

##### *Listening*

- Analysis of a short work(s)
- Listening & responding test

## English

### Introduction

The Year 7 English course is based on the Australian Curriculum providing students with opportunities to develop knowledge, understanding and skills in listening, speaking, writing and creating. Much of this learning is a result of exposure to a wide range of cultural and socially diverse texts, especially short stories, novels and a film as text study, to which the students respond analytically and orally to crystallise and extend their understanding of the main characters and key themes. Imaginative writing tasks help the students stimulate their creativity as they encounter non-stereotypical characters and scenarios that challenge thinking. To ensure that the formal skills of punctuation, grammar, spelling and comprehension all continue to become more accurate and sophisticated, there is an explicit focus on teaching these skills in the classroom through the English Essentials grammar text book.

### Content

*Unit 1 Short stories:* Students are introduced to a wide range of short stories from a variety of backgrounds, social and historical settings with a focus on the narrative arc and asked to consider the impact of young adult fiction on teen readers before writing an imaginative response of their own.

*Unit 2 Crow Country:* Students are introduced to a core element of Australian history via a young female character's exploration into Indigenous landmarks and sacred sites in the Victorian country town of Boort and invited to take up positions, and examine the effects of the writer's choices on readers.

*Unit 3 Howl's Moving Castle:* Students analyse the extraordinary world of anime through research into Studio Ghibli and Hayao Miyazaki's seminal anime production, analysing how filmmakers can manipulate aesthetic features and stylistic devices in films to convey important moral messages and influence audiences.

*Unit 4 Trash:* Andy Mulligan's story, set in a dumpsite in Manila, outlines a story of youthful hopefulness found in the unlikely characters of Raphael of Rat as they embark on a bold journey to bring restore justice honing their skills of decoding inferred and implied expression.

### Assessment

Students will complete a range of written, spoken and/or multimodal assessment tasks across supervised in-class tasks and assignment conditions.

## Hebrew

### Introduction

Hebrew at The King David School is based on the Bishvil Ha-Ivrit program and is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

### Content

The Bishvil Ha-Ivrit program seeks to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues.

In order to achieve these goals, Bishvil Ha-Ivrit, rooted in the Communicative Approach, offers students multiple opportunities to develop their four communicative skills – speaking, reading, listening and writing, as well as critical thinking skills through sequential linguistic progression (grammar and vocabulary) embedded in socially relevant themes, resources and learning experiences. The program introduces students to Hebrew from all historical periods: biblical, rabbinic, medieval, enlightenment and modern through authentic adapted texts from a wide variety of genres - conversations, interviews, articles, notes, questionnaires, songs, prose and poetry, and more.

As students gradually develop their Hebrew language proficiency and feel at home with the Hebrew language, they also interrogate and become aware of diverse viewpoints on daily life in Israel, Jewish tradition and history, society as a whole, and the world. In turn, we hope that students become critical consumers and articulate, ethical and responsible producers of new thoughts and texts in Hebrew.

### Assessment

- Speaking
- Reading
- Writing
- Listening
- Cultural projects

## Humanities

### Introduction

Students in Years 7 explore History and Geography for one semester each, through inquiry based units of work. The activities are designed to promote curiosity and develop an understanding of the way in which people and societies have organised themselves. Students engage in activities to identify motivations for the actions of past individuals and groups and investigate how people and environments influence one another.

### Content

Beginning with Ancient Civilisations (including First Peoples of Australia) students explore how past events have shaped the world around them, as well as how they impact on the modern world's perspectives on democracy and citizenship. They gain a sense of how the modern world is shaped and begin to explore the Geographer's toolkit of mapmaking. Crucially, it is in Humanities that students learn to analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability, as well as discuss contested perspectives.

### Assessment

- Project Based Learning Tasks
- Source Analysis
- Paragraph Writing
- Oral Presentation

## Jewish Studies

### Introduction

Through the Middle School, students will move through units that focus on the richness and complexity of Jewish ethics; 'Big picture' Jewish history - as well as in-depth opportunities to look closely at a particular period; regular Israel engagement in stand-alone units or within the context of the broader Jewish world, and a range of traditional and modern Jewish text types. Jewish Studies units aim to engage the 'head, heart and hands' of students, developing concepts, values and skills. Skills to be developed include comprehension, making connections, integration of primary and secondary sources and communication in written, verbal and creative forms.

### Content

- 'A time to every purpose under heaven' - Understanding Jewish Time. In this unit students explore the Jewish concept of time. This includes how our days and weeks work as well as conceptions of the passage of time. Students learn the Luach (calendar) and make comparisons between the Western and Jewish understandings of time.
- Life Cycles - A unit examining how Jews ritualise their lives and why. The students look at a variety of Jewish cultural and religious practices from a range of different communities.
- Kabbalat Mitzvah - As part of this program students learn to facilitate a program related to Shabbat, that is presented to their families and peers during an evening of intergenerational learning. Students also complete a parsha analysis project and examine the significance of their Jewish names.
- Israel 101 - A unit introducing students to Israel in the modern world. This includes looking at the geography of the country, as well as understanding its significance to Jews over our history. Students will also investigate the many other people who call Israel home.
- Chagim and Yomim - Students learn about and mark each important day on the Jewish calendar with learning related to the holiday.

### Assessment

- Tests
- Project Based Learning Tasks
- Chevruta/Group Work
- Oral Presentations
- Document Analysis Tasks (Written and Visual)

## Love of Literature

### Introduction

The love of literature sessions aim to expose high-achieving literacy students to diverse and complex texts. Students selected for this subject are withdrawn from their regular English class once per week for the duration of the year. This provides opportunities to explore texts and study language beyond the English curriculum, as well as the chance to work in small groups with like-minded students.

### Content

Students will explore Tim Burton's films *Alice in Wonderland* and *Through the Looking Glass*. During the unit students will analyse the ways in which film directors, through *mis-en-scene*, craft powerful character journeys. They will also examine the ways in which symbols and motifs in films lay down pathways for viewers to explore diverse issues such as identity and belonging as well as the ways in which social constructions intersect with personal views. In order to experiment with their ideas students will have the opportunity to write film scripts, design costumes and sets as well as engage in dynamic debates and conversations.

## Mathematics

### Introduction

At Year 7, the Mathematics curriculum builds on the knowledge, skills and processes attained in Year 6. Content areas extend into considerations of the numeracy of directed integers and their applications, grouped statistical data and its relevant statistical representations and calculations; and the formalisation of the foundations of algebraic expressions and equations.

To cater for students of varying mathematical ability levels, providing extra support or extending where appropriate, Mathematics classes at Year 7 are formed in three levels: Extension, Mainstream and Foundation. Student progress is carefully monitored within the class and through assessment items, enabling movement of students between these levels where appropriate.

### Content

- Statistics and Probability
- Directed Integers
- Decimals, Fractions and Decimals
- Measurement
- Algebra, Equations
- Geometry, Polygons

### Assessment

Student understanding is assessed via formative and summative assessments. Formative assessments include homework tasks, projects, in-class quizzes and practice tests. Summative assessments include regular topic tests. Some formative assessments and all summative assessments are reported upon on the myKDS reporting system, with all summative assessments given a percentage measure of achievement and a feedback comment.

## Nafshi

### Introduction

Jewish Experiential education is at the heart of our school and manifests in a weekly lesson for all Year 7 students. It is run by the Jewish Experiential Educators. The purpose of the Nafshi (My Soul) lessons is to provide a space where students can explore their connection to Judaism through their heads (believing and conceptualising), hands (behaving through skills) and hearts (belonging). It is a space to experience the spirit and traditions of Judaism and to explore, question and debate modern and ancient Jewish ideas including the land and State of Israel.

### Content

Throughout Nafshi students will be offered the opportunity to engage in a range of experiences, from traditional and creative approaches to Tefillah, to exploring forthcoming chagim (festivals). It is also a time to discuss developments in the Jewish world and hear from guest speakers. Each lesson students will participate in a Tefillah service and an experiential activity on the term's topic. Each term's topic is guided by an inquiry question.

### Inquiry Questions:

- Term 1 - How do I participate and engage meaningfully in Jewish rituals?
- Term 2 - Who are Israelis and what does it mean to pray for Yisrael?
- Term 3 - How do different Jewish streams participate in Shabbat and other Jewish rituals? How do I participate and engage meaningfully in Shabbat?
- Term 4 - How are Jewish communities formed? How do they evolve over time?

## Physical Education

Students will develop complex physical skills in a range of physical activity settings and transfer these motor skills across a variety of sports.. The curriculum supports students to investigate techniques to improve the quality of movement performances using a game sense approach to unit of work. They will explore how body control, coordination and applying tactical knowledge into modified game play can assist in skill development. During the Soccer SEPEP Unit, students will practise and apply personal and social skills when undertaking a range of roles in physical activities. Students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in a group to create their own modified game.

Athletics	Softball
AFL Football	Table tennis
Basketball	Tennis
Cultural games	Volleyball
Cricket/modified cricket	Create a game unit
European Handball	Minor games
Netball	Fitness testing
Soccer	

## Philosophy

### Introduction

Middle School students engage in Philosophical Inquiry to foster the development of critical and creative thinking skills. Philosophy emphasises excellence in thinking skills, using questioning and inquiring to clarify meaning. Philosophical 'Communities of Inquiry' emphasise thinking together. Students are encouraged to ask and construct relevant questions, to develop their own views and articulate reasons for them, and to listen to and learn from one another.

Philosophical inquiry assists students to develop a heightened competence in reasoning and logic with increased confidence. This includes students' ability to examine issues critically and imaginatively, whilst engaging in reflective thinking, developing empathy and enhanced listening skills.

### Content

The Community of Inquiry approach is utilised to discuss the main categories of Philosophy, which are:

- Ethics
- Epistemology
- Aesthetics

## Science

### The Young Scientist Program Level 2

#### Introduction

The Young Scientist Program is a two year program that focuses on developing our young scientists' sense of wonder through a variety of engaging units. There is a strong emphasis on developing key skills that will allow them to confidently explore scientific content further up the school curriculum.

#### Content

##### *Semester One:*

1. **Investigate** how forces transform and how we use this to our advantage.
2. **Categorise** things into manageable systems, **researching** living things and creating reports.
3. Break down matter into categories, **creating models** to help us understand the world around us.
4. **Formulate** big questions and answer them through **scientific methods**.

##### *Semester Two:*

1. Take a mission to space to **explore** the solar system.
2. Use our knowledge, skills and understanding to **solve problems**.
3. **Investigate** energy flow through biological systems.
4. **Formulate** big questions and answer them through **scientific methods**.

#### Assessment

A variety of assessments focusing on developing key skills:

- Qualitative writing
- Scientific writing
- Tests
- Assignments
- Logic
- Metaphysics
- Application of learning
- Plausibility of evidence
- Purpose of discovery of concepts

#### Technology

In this core technology subject all students will be learning the fundamentals of both digital and design technologies (STEM) in a practical and engaging manner. Centred around the micro-bit microcontroller, students will learn fundamental computer science concepts and technologies knowledge through games, prototypes and project work. They will explore innovation and a maker's mindset, engineering concepts and design thinking to create a range of prototypes that reflect their new understandings. They will learn about safe work practices and use a variety of hand tools through their learning activities and project work.

#### Assessments:

- Folio of tasks that demonstrate key competencies throughout the term
- Final project as a demonstration of learning during the term

## **Wellbeing**

### **Introduction**

Wellbeing in Year 7 builds on the students' understanding of friendships and social dynamics developed in Year 6. The Wellbeing lessons focus on the development of social skills, health education and moral development. Students will explore a range of important topics including; bullying, cyber safety, friendship, mindfulness and resilience.

### **Content**

- Friendship program
- Peer Pressure
- Bullying
- Character Strengths
- Addiction: Alcohol, Tobacco & Vaping, Drugs
- Tripod of Good Health
- Responding to Social Issues
- Digital Detox
- Respectful Relationships Program
- Cybersafety
- The Media
- Sex and Contraception



## Year 7 Elective Curriculum

### Creative Design

#### Introduction

'Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.' (Richard Buchanan, Carnegie Mellon University.)

The goals of the Creative Design course are to facilitate a deeper understanding of how design works, and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

#### Content

Students understand that design is a discipline with its own history, traditions, tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and processes, materials and technologies.

#### Communication Design

Application of the Elements and Principles of Design, digital production using Adobe Illustrator and Photoshop software and Visual Presentation methods.

#### *Dimensional Design*

Models of simple structures, textiles, basic garments, jewellery, ceramics and wood.

#### *Photography*

Camera control and use, basic processing and digital photography basics.

#### *Technical Drawing*

Manual and electronic technical drawing methods.

#### Assessment

- Folio
- Design task 1
- Design task 2
- Theory task

## Digital Technologies - Computer Game Development

### Semester 1

Whether you aspire to become a professional game developer or want to create games for your own personal enjoyment, this technology elective is for you. Students will learn the knowledge and skills to create 2D games using the powerful GDevelop game development engine. Through this intuitive visual interface students will learn the foundational concepts of game development including game design principles, mechanics, and game-play. Additionally, students will develop their understanding of essential programming concepts such as control structures, objects, behaviours, functions and event handling, laying the foundation for future programming activities and technology subjects. They will design and build interactive games with increasing complexity, learn testing and debugging techniques and then be able to publish and share their own web-based games.

#### Assessments:

- Understanding of game design principles analysis task
- Folio of game development tasks
- Games of different genres and complexities

## **Design Technology - (STEM)**

### **Semester 2**

In this elective students will learn foundational knowledge and skills used in Design Technology and STEM fields such as product design, manufacturing and engineering with a practical and hands-on course. They will learn to safely use both traditional tools and modern fabrication equipment such as 3D printers and laser cutters. Students learn about design briefs, design thinking and use CAD software for the creation and manipulation of 2D and 3D objects. They also learn about materials, their properties and other considerations when using 3D printer filaments (plastics), manufactured or natural timbers and other materials. Students will then apply an understanding of design thinking to safely manufacture and evaluate their own designed objects and prototypes to keep.

### **Assessments:**

- Name-tag or key-ring
- Personalised shabbat matchbox case
- Timber design project (such as an acoustic phone speaker or a phone case box)

## **Drama**

### **Introduction**

In Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different perspectives. Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds. The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Through Drama students develop skills of communication, criticism, aesthetic understanding and aesthetic control. Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

### **Content**

In Year 7 Drama students develop key skills and knowledge in mime, puppetry and improvisation. As part of their learning in Drama students develop skills in:

- Exploring and responding to Drama. Students develop an understanding of terminology used to analyse and evaluate performance work.
- Developing practices and skills. Students explore how to manipulate their acting and expressive skills to develop characters and communicate intended meaning.
- Creating and making Drama. Students learn about a range of playmaking techniques to develop and shape a performance.
- Presenting and performing Drama. Students develop performance skills and examine how staging forms can impact the actor-audience relationship.

### **Assessment**

Students will be assessed on the following units of work in Year 7 Drama:

- Unit 1: Mime
- Unit 2: Puppetry
- Unit 3: Improvisation

## **Food and Society**

### **Introduction**

In this elective students will examine the role that food plays in local and global communities.

### **Content**

Students will explore the pivotal nature of food and cooking in communities around the world. Students will discover, cook and taste the many food traditions of Jewish and other cultures. This elective will enable students to experience a hands-on cooking component, as well as more theoretical component of food, including the investigation of the food issues in contemporary society, including Sustainability, the Organic Movement, Food Banks, Waste, Vegetarianism, Food Miles and Fair Trade.

The elective will also engage with cross-curricular concepts, such as: ratios, weights and measurements; food costing and budgeting; food ethics; the science of bread making; multiculturalism; sustainable farming in the developing world, just to name a few.

### **Assessment**

Students will complete a range of written and spoken assessment tasks across a range of assignment conditions.

## **Sport Science**

### **Introduction**

Unleash your athletic potential in our exhilarating sport science elective. This elective is an introduction to movement skills and the process needed to achieve mastery of a skill, Students will be introduced to many aspects of skill development including acquisition, analysis of skill components, modification of equipment, coaching theory and the incorporating these concepts into a skill development program. Students will also learn about the progression from novice to master, and the idea of "10,000 hours practise". The initial focus will be on golf skills, but can be expanded to other sports skills depending on the cohort enrolled in the subject. Students complete a combination of theoretical and practical classes for this subject with a focus on small group work. This is intended to be a one semester only subject, with the content being repeated in the second semester.

### **Assessment**

- Practical participation
- Tests
- Skill Analysis and video task

## Year 8 Core Subjects

### Art

#### Introduction

Students are required to complete a series of workshops and create artworks through the lens of specific modern art movements. Students will develop their use of materials and techniques, art elements and principles and art theory.

#### Content

##### *Creating and Making*

Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present art works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making art works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

##### *Exploring and Responding*

Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in art works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary art works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

#### Assessment

- Visual Art diary
- Finished artwork 1 (inspired by Pop Art)
- Finished artwork 2 (inspired by Surrealism)
- Art analysis task

### English

#### Introduction

During the study of English across the middle years, the strands of language, literature and literacy are interrelated in the construction of the units of study. Much of this learning is a result of exposure to particular texts, especially short stories, novels and a film as text study, to which the students respond analytically and orally to crystallise and extend their understanding of the main characters and key themes. In addition, imaginative writing tasks help the students stimulate their creativity. To ensure that the formal skills of punctuation, grammar, spelling and comprehension all continue to become more accurate and sophisticated, there is an explicit focus on teaching these skills in the classroom through English Essentials. Overall, approximately half of the students' writing is completed with the aid of a computer and half by hand.

#### Content

*Unit 1 The Outsiders:* Students study S.E.Hinton's classic novel exposing them to the damaging legacy of prejudice and the eternal hope found in family and relationships challenging students to write persuasively and creatively on the themes.

*Unit 2 The Giver:* Foundational dystopian writing, *The Giver* allows entry to discussion about futuristic societies where scientism has eclipsed humanism. Students learn the key skills of analytical writing and the integration of quotations.

*Unit 3 A Midsummer Night's Dream:* Students are introduced to the Bard's most magical work as a prompt for analytical writing and imaginative thinking; students will be invited to extend their understanding through creative representation of the characters through costume and set design.

*Unit 4 Film as Text:* Students will study Peter Weir's expose into the world of reality television via *Truman*, an irresistibly innocent, curious individual whose quest for authenticity continues to resonate with modern audiences. Students will learn the metalanguage skills appropriate to the study of film. Students will analyse how filmmakers can convey important moral messages and influence audiences, before writing an analytical essay in response to an unseen question.

#### Assessment

Students will complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.

## Hebrew

### Introduction

Hebrew at The King David School is based on the Bishvil Ha-Ivrit program and is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

### Content

The Bishvil Ha-Ivrit program seeks to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues.

In order to achieve these goals, Bishvil Ha-Ivrit, rooted in the Communicative Approach, offers students multiple opportunities to develop their four communicative skills – speaking, reading, listening and writing, as well as critical thinking skills through sequential linguistic progression (grammar and vocabulary) embedded in socially relevant themes, resources and learning experiences. The program introduces students to Hebrew from all historical periods: biblical, rabbinic, medieval, enlightenment and modern through authentic adapted texts from a wide variety of genres - conversations, interviews, articles, notes, questionnaires, songs, prose and poetry, and more.

As students gradually develop their Hebrew language proficiency and feel at home with the Hebrew language, they also interrogate and become aware of diverse viewpoints on daily life in Israel, Jewish tradition and history, society as a whole, and the world. In turn, we hope that students become critical consumers and articulate, ethical and responsible producers of new thoughts and texts in Hebrew.

### Assessment

- Speaking
- Reading
- Writing
- Listening
- Cultural projects

## Humanities

### Introduction

Students in Years 8 explore History and Geography for one semester each, through inquiry based units of work. The activities are designed to promote curiosity and develop an understanding of the way in which people and societies have organised themselves. Students engage in activities to identify motivations for the actions of past individuals and groups and investigate how people and environments influence one another.

### Content

Beginning with Fall of Rome, students explore the legacies of ancient civilizations and the Middle Ages, both in Europe and Asia, and investigate the discoveries of the Renaissance. They encounter the wonders of the natural world's landforms and landscapes and examine their formation. Crucially, it is in Humanities that students learn to analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability, as well as discuss contested perspective

### Assessment

- Project Based Learning Tasks
- Source Analysis
- Extended Writing
- Oral Presentation

## Jewish Studies

### Introduction

Through the Middle School, students will move through units that focus on the richness and complexity of Jewish ethics; 'Big picture' Jewish history - as well as in-depth opportunities to look closely at a particular period; regular Israel engagement in stand-alone units or within the context of the broader Jewish world, and a range of traditional and modern Jewish text types. Jewish Studies units aim to engage the 'head, heart and hands' of students, developing concepts, values and skills. Skills to be developed include comprehension, making connections, integration of primary and secondary sources and communication in written, verbal and creative forms.

### Content

**Dorot Project** - This roots project gives students an opportunity to delve into their family story. It encourages intergenerational communication and the transmission of precious family memories. Students will work with the Australian Jewish Genealogical Society to explore their family's past and work on creating a beautiful album that will become a treasured family heirloom. Students also have the opportunity to submit their work to the Museum of the Jewish People in Israel's annual 'My Family Story' Competition.

**Biblical Text Unit - Veyira** - While learning about their family's history and journeys to Australia, students also have the opportunity to look at the journeys of the Jewish peoples' forefathers and foremothers. Using a number of methodologies, including philosophical inquiry, students will look at this interesting chapter of our peoples origin story.

**Big Jewish History** - This unit allows students to look at key moments that have helped shape Judaism as we know it today. Looking at the destruction of the Temples and the changes that brought about to Jewish practice and leading into the Golden Age of Spain, this unit encourages students to use their historical skills to investigate how Judaism has changed over time.

**Jewish Ethics in War and Peace** - this text based unit explores what Judaism has to say on how we should treat each other during periods of war and peace. Students will develop their critical thinking and analysis skills, while engaging in different Jewish texts.

**Chagim and Yomim** - Students learn about and mark each important day on the Jewish calendar with learning related to the holiday.

### Assessment

- Tests
- Project Based Learning Tasks
- Chevruta/Group Work
- Oral Presentations
- Document Analysis Tasks (Written and Visual)

## Mathematics

### Introduction

The Year 8 Mathematics course, revisits and reinforces the concepts and routines introduced in Year 7 Mathematics. Greater emphasis is placed on applying the knowledge and skills to non-routine and worded questions and scenarios, many of which pertain to simplified representations of the real world. The developing importance of utilising Algebra in this respect is extended by the study of linear graphs and their relationship to linear functions.

As at Year 7, Mathematics classes at Year 8 are formed at three levels: Extension, Mainstream and Foundation to better cater for students of varying mathematical ability levels. Student progress is carefully monitored within the class and through assessment items, enabling movement of students between these levels where appropriate.

### Content

- Integers, Fractions, Decimals and Percentages
- Algebra, Equations and Inequations
- Geometry, Transformations
- Measurement
- Straight Line Graphs
- Statistics and Probability

### Assessment

Student understanding is assessed via formative and summative assessments. Formative assessments include homework tasks, projects, in-class quizzes and practice tests. Summative assessments include regular topic tests. Some formative assessments and all summative assessments are reported upon on the myKDS reporting system, with all summative assessments given a percentage measure of achievement and a feedback comment.

## Music

### Introduction

Students make and respond to music independently and collaboratively. They use listening skills to identify and make decisions about how they can manipulate the elements to achieve expressive outcomes or realise specific intentions when composing and performing. They sing, play, create, document (notate/record) and perform music in a range of styles, focusing on technical accuracy, use of expression and maintaining an independent part against contrasting parts. They develop an understanding of how musicians communicate in ensembles and perform to audiences in a variety of settings. As they make and respond to music, students explore social, cultural and historical influences on music from diverse times, cultures and locations. They evaluate ways that elements of music are manipulated to communicate composers' and performers' intentions, and the use of technical and expressive skills in music they listen to, create and perform.

### Content

- Participation and collaboration in the class rock band program
- Developing a practise routine
- Manipulation of structure, texture, and tonality to recreate works by other composers
- Analysing the context, expression, and elements of music in works
- Developing theory and aural skills

### Assessment

#### *Performing*

- Solo performance of technical skills and work(s)
- Ensemble performance of work(s)

#### *Composing*

- Arranging a song for an ensemble
- Arranging a song in a different style

#### *Listening*

- Analysis of a song
- Listening & responding test

## Nafshi

### Introduction

Jewish Experiential education is at the heart of our school and manifests in a weekly lesson for all Year 8 students. It is run by the Jewish Experiential Educators. The purpose of the Nafshi (My Soul) lessons is to provide a space where students can explore their connection to Judaism through their heads (believing and conceptualising), hands (behaving through skills) and hearts (belonging). It is a space to experience the spirit and traditions of Judaism and to explore, question and debate modern and ancient Jewish ideas including the land and State of Israel.

### Content

Throughout Nafshi students will be offered the opportunity to engage in a range of experiences, engaging with Tefillah creatively, to exploring forthcoming chagim (festivals). It is also a time to discuss developments in the Jewish world and hear from guest speakers. Each lesson is facilitated for a homeroom class and by two experiential educators. This provides opportunities to make the lessons dynamic and hands on. Each term's topic is guided by an inquiry question.

Inquiry Questions:

Term 1 - What can Judaism teach the modern world?

Term 2 - How can Judaism give me meaning and purpose? What is my vision for Judaism?

Term 3 - Why does 3/4 of the world's population believe in God/s?

Term 4 - What are the perspectives on peace in Israel?

## Philosophy

### Introduction

In Year 8, Philosophy encourages children to think critically, analyze concepts, and question assumptions. It helps them develop logical reasoning, problem-solving abilities, and the capacity to evaluate arguments and evidence. These skills are valuable across various academic subjects and in real-life situations. Philosophical 'Communities of Inquiry' emphasise thinking together. Students are encouraged to ask and construct relevant questions, to develop their own views and articulate reasons for them, and to listen to and learn from one another.

Overall, introducing philosophy in schools acknowledges the importance of nurturing children's intellectual, moral, and social development. By engaging in philosophical discussions, children become active participants in their own learning, develop critical thinking skills, and cultivate a deeper understanding of themselves and the world around them.

### Content

The Community of Inquiry approach is utilised to discuss the main categories of Philosophy, which are:

- Ethics
- Epistemology
- Aesthetics
- Logic
- Metaphysics

## Physical Education

Year 8 Physical Education students will develop complex physical skills in a range of physical activity settings. The curriculum supports students to investigate techniques to improve the quality of movement performances. They will explore how body control, coordination and fitness influences movement. Students will learn to transfer motor skills across a variety of sports. During the Basketball SEPEP Unit, students will practise and apply personal and social skills when undertaking a range of roles in physical activities. Students will also compose and perform movement sequences during the aerobics unit of work, evaluating their own performance, using peer feedback to enhance their performance.

AFL Football	Touch Rugby
Badminton	Table Tennis
Basketball,	Ultimate Frisbee
Bocce/bowls	Volleyball
Cricket	Aerobics
Hockey/Floor Hockey	Minor games
Lacrosse	Fitness testing
Pilates/Yoga	
Softball	



## Science

### Applied Science Program Level 2

#### Introduction

The Applied Science Program is a two year program that provides our young scientists with opportunities to master their core skills in the scientific realm. This will allow them to explore areas of passion and develop metacognitive strategies.

#### Content

##### *Semester One:*

1. **Explore** the building blocks of life and **apply** appropriate skills to see these.
2. **Create** an electrical circuit to prototyping sound defenders.
3. Venture into atomic realms and **navigate** the periodic table.
4. **Formulate** big questions and answer them through **scientific methods**.

##### *Semester Two:*

1. **Explode** the human body to reveal its systems.
2. **Experiment** with various chemical changes.
3. Travel through the depths of the earth to explore crystals and rocks.
4. **Formulate** big questions and answer them through scientific methods.

#### Assessment

A variety of assessments focusing on developing key skills:

- Qualitative writing
- Scientific writing
- Tests
- Assignments

## Technology

In this core technology subject all students will be learning the fundamentals of both digital and design technologies (STEM) in a practical and engaging manner. Centred around the micro-bit microcontroller, students will learn fundamental computer science concepts and technologies knowledge through games, prototypes and project work. They will explore innovation and a maker's mindset, engineering concepts and design thinking to create a range of prototypes that reflect their new understanding and skills. They will learn about safe work practices and use a variety of hand tools through their learning activities and project work.

#### Assessments:

- Folio of tasks that demonstrate key competencies throughout the term
- Final project as a demonstration of learning during the term

## Wellbeing

#### Introduction

The overarching theme for the Year 8 Wellbeing Program is Identity: understanding myself, others and our place in the world. Wellbeing lessons focus on the development of social skills, health education and moral development within this conceptual framework. Students will explore a range of important topics as outlined below.

#### Content

- Identity
- Gender Identity
- Cultural Identity
- Friendship program
- Positive Education
- Cyber Safety & Online Identity
- Body Image
- Drug education
- Sexual Identity

## Year 8 Elective Curriculum

### Drama

#### Introduction

In Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different perspectives. Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds. The study of Drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Through Drama students develop skills of communication, criticism, aesthetic understanding and aesthetic control. Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

#### Content

In Year 8 Drama students develop an understanding of how a role is interpreted and the play making techniques used in devising and scripting dramatic work. They also develop and extend their experience in improvisation. As part of their learning in Drama students develop skills in:

Exploring and responding to Drama. Students develop an understanding of terminology used to analyse and evaluate performance work.

Developing practices and skills. Students explore how to manipulate their acting and expressive skills to develop characters and communicate intended meaning.

Creating and making Drama. Students learn about a range of playmaking techniques to develop and shape a performance.

Presenting and performing Drama. Students develop performance skills and examine how staging forms can impact the actor-audience relationship.

#### Assessment

Students will be assessed on the following units of work in Year 8 Drama:

- Unit 1: Role
- Unit 2: Scripted Drama
- Unit 3: Improvisation
- Unit 4: Performance Analysis

## Creative Design

### Introduction

'Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.' (Richard Buchanan, Carnegie Mellon University.)

The goals of the Creative Design course are to facilitate a deeper understanding of how design works, and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

Students understand that design is a discipline with its own history, traditions, tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and processes, materials and technologies.

### Content

#### *Communication Design*

Application of the Elements and Principles of Design, digital production using Adobe Illustrator and Photoshop software and Visual Presentation methods.

#### *Dimensional Design*

Models of simple structures, textiles, basic garments, jewellery, ceramics and wood.

#### *Photography*

Camera control and use, basic processing and digital photography basics.

#### *Technical Drawing*

Manual and electronic technical drawing methods.

### Assessment

- Folio
- Design task 1
- Design task 2
- Theory task

## Digital Technologies, Networks and Programming

### Semester 1

In this elective students will develop a greater understanding of digital technologies and computer science fundamentals; essential for a future in STEM. Through an investigation and construction of a network of Raspberry Pi computers, students will develop their understanding of how digital systems represent data in binary and how data is transmitted and secured in networks. After understanding and configuring network hardware and protocols, students will then set-up a private network for gaming and file transfer. Students will develop their knowledge and skills using the general-purpose programming language; Python, a popular programming language used extensively in Data Analytics, Web & Software Development and Machine Learning (AI). They will describe algorithms using flow-charts and pseudocode (structured english) to explain the logic behind their algorithms. Students will learn and use Python's common processing features such as control structures, variables and functions to develop applications of increasing scope and complexity. This elective is recommended for students who are interested in computing, networks, data, programming and cybersecurity; and will provide a foundation for pathways from Year 9 to VCE.

### Assessments:

- Practical networking challenge tasks
- Networking quiz
- Folio of Python programming tasks

## **Design Technology - Tiny House Project (STEM)**

### **Semester 2**

In this elective students will learn foundational knowledge and skills used in Design Technology and STEM fields such as architecture, agriculture, manufacturing and engineering with a practical and hands-on course. Students will investigate how food, water, shelter and power are required to support human life through the creation of a functional, one tenth sized, Off-The-Grid Tiny House prototype. Working in groups, they will identify plants and food with high nutritional value they can grow easily. They will then program a microcontroller to create an automated watering system with sensors and water pumps to water their crops. They will learn energy requirements and how to convert stored energy using their solar panels to power their model and equipment. Using design thinking strategies and 3D modelling software students will collaboratively plan how to integrate systems and components together. With careful consideration to the properties of materials and using safe workshop practices, students then collaboratively construct their Tiny House prototype using a range of materials, tools and techniques.

### **Assessments:**

- Technical drawings, CAD model and concept tasks
- Tiny House Prototype build to reflect design brief
- Presentation and demonstration of your model to an audience

## **Food and Society**

(A maximum of 14 students can select this elective each Semester.)

### **Introduction**

In this elective, students will examine the role that food plays in Jewish, Australian, Indigenous, and other cultures around the world.

### **Content**

Students will continue exploring the pivotal nature of food and cooking in community and families, and will discover, cook and taste the many food traditions that have impacted Melbourne. This elective will enable the students to experience a hands-on cooking component, which will include a core understanding of basic cooking techniques, as well as the more theoretical component of food, such as nutrition and food hygiene.

### **Assessment**

Students will complete a range of written and spoken assessment tasks across a range of assignment conditions.

## **King Arthur - History and Myth**

The legend of King Arthur, a fifth-century warrior king of the Britons who supposedly led the fight against Saxon invaders, continues to fascinate today. From The Sword in the Stone to Spamalot, the Arthurian legend just keeps going, but how much truth is there to the stories of the 'once and future king'? Did King Arthur ever actually exist? Students will learn how to examine the earliest sources relating to Arthur (Geoffrey of Monmouth and Chretien de Troyes) and trace the evolution of the figure from a credible narrative, to warrior leader, into a chivalric king. This myth-making is explored across the centuries from Thomas Malory's Morte d'Arthur and into contemporary renditions of the Arthurian legend.

### **Assessment**

- Project Based Learning
- Creative responses
- Oral presentations

## Literature

### Introduction

This unit will appeal to student's who love discussing and debating issues in film and text. The unit examines issues of race, gender and class embedded within literature and the way in which contemporary readers engage with, and at times dispute, these representations.

### Content

#### *Unit 1: Disney Unravalled*

Beneath the magic of Disney films lies a dark secret. Hidden beneath the twinkling eyes, radiant smiles and catchy tunes the voices of the forgotten and marginalised scream out to be heard. Meanwhile in a land not too far away exists a chocolate factory within a world of pure imagination. But all is not as it seems, beneath the view of paradise, if you simply look around you will see echoes of Imperialism and racism hidden beneath the whimsical world created by Roald Dahl.

This unit will examine children's films and literature in order to explore whether they are truly meant for children or are there dark and dangerous messages that lie just beneath the surface? Venture into the vault of Disney's beloved films including Peter Pan and The Jungle Book, alongside Tim Burton's Charlie and the Chocolate Factory as we unravel the truth.

#### *Unit 2: Power Protest*

The art form of poetry and music hold a universal power. To speak the truth. To challenge. To resist. To reach out and reach in. Throughout the ages people have found their voice and those of others in the form of protest poetry and music.

This unit will explore the ways in which people's power to protest lies within words and music, which reach across time and serve to unite the lived experience of many into one voice. From war, to oppression. From human rights to disease. From poverty to politics. Protest poetry and music has borne witness to it all. You will not only examine the poetry of past and present, but find your own voice to create, challenge and inspire.

#### Assessment

- Creative responses
- Oral presentations

## Media

### Introduction

Media at Year 8 is the student's introduction to the world of storytelling through media forms such as photography, animation and podcasting. The media industry is built on storytelling in all forms, including film, journalism and online experiences. This unit will prepare students with the fundamental skills in how we create stories for the audio visual medium. They will develop knowledge and understanding of key concepts such as: photography storytelling methods, the language of storytelling for photography and other visual media, analysis of photography and stories within them, the concept of podcasts and storytelling with sound as opposed to visuals, the technologies that help shape and create media stories and their application in the media world. Students will also learn to create and understand animation, by analysing pre-existing animation stories and making 2-dimensional stop motion animations.

By the completion of the course, students would have become familiar with the basic structural components of photographic pieces, including techniques used to create them and the language used to discuss and evaluate them. Students will have explored a range of production technologies, applying them to the creation of their own media works in photo, animation and sound formats.

### Content

- Representation
- Film analysis
- Photography
- Animation
- New media

### Assessment

- Photography task
- Animation production
- Sound production
- Mini film study

## **Sport Science**

### **Introduction**

This elective is an introduction to factors affecting athletic performance and provides an introduction to training methods. Students will be given the opportunity to connect the theoretical work with the practical by participating in various training methods each week, for improved performance across the semester. This is intended to be a one semester only subject, with the content being repeated in the second semester.

### **Content**

Students will be introduced to:

- Develop the ability to identify muscles and bones and other parts of the musculoskeletal system applying this knowledge in supporting practical classes.
- Explore various types of training and training methods and look at the application of these methods, applying this knowledge in supporting practical classes.
- The components of fitness and the basic principles of training, exploring how they are relevant for the athlete as they prepare for training activities and improved performance.
- Aspects involved in improving performance including recovery strategies and psychological preparation.

### **Assessment**

- Practical participation and written work in various training methods
- Test
- Research task

## Year 9 Core Subjects

### English

#### Introduction

In English, texts, language and literacy constitute the essential concepts and areas of study. Students learn to appreciate and use language in order to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. A complex study of key literary texts enhances the ability to interpret and engage with quality literature. Students also develop an understanding of the ways in which purpose, audience and context influence the structures and features of language. Grammar, spelling, punctuation and comprehension are further consolidated and developed through the use of English Essentials. As examinations continue to be handwritten, half of the course is completed by hand.

#### Content

*Unit 1 Tales Tall and True:* Students will undertake a series of short story writing aimed at expanding their knowledge of narrative form, style and content.

*Unit 2 Australian Film as Text:* Students will study the Philip Noyce film *Rabbit Proof Fence* as a broader unit expanding their knowledge of film metalanguage and the themes of Colonisation against an eternal quest for reconciliation.

*Unit 3 Romeo and Juliet:* Students will engage in an in-depth study and critical analysis of this classic romantic tragedy; in particular, the ways that blank verse is constructed and the effects of Shakespeare's lyrical style choices on readers.

*Unit 4 Persepolis:* Marjane Satrapi's graphic novel depicts her childhood up to her early adult years in Iran and Austria during and after the Islamic Revolution. Satrapi's curious and often funny child's viewpoint allows for rich discussions and analysis of graphic novel techniques. Students are invited to submit a graphic novel of their own creation including a written analysis of their stylistic choices.

#### Assessment

Students will complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions and an end of Semester Test.

## History

### Introduction

The Year 9 History curriculum provides a study of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought, as well as an era of nationalism and imperialism. The colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 (1914-1918), the “war to end all wars”.

### Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

### Overview

- An overview of pre-industrial Europe, focusing on the nature and significance of the Industrial Revolution and the effects of that on communities
- The movement of peoples in that period, focusing on dispersion
- European imperial expansion, including in the Asian region
- The emergence of new political ideas, including Nationalism and its impacts

#### *In-depth study 1: Making a better world – Industrial Revolution (1750 – 1914)*

Students will study the development of the Industrial Revolution in Britain and the growth of technology; the global impact of the Industrial Revolution, in particular its effects on people’s lives, including Australia.

#### *In-depth study 2: Australia and Asia - Making a nation up to 1914*

Students will study some of the key individuals and families who had a significant contribution to the making of the Australian nation; the extension of settlement; the experiences of non-Europeans in Australia prior to the 1900s; living and working conditions in Australia around the turn of the twentieth century; key events and ideas in the development of Australian self-government and democracy, including women’s voting rights; legislation 1901-1914, including the Immigration Restriction Act.

#### *In-depth study 3: World War I (1914-1918)*

Students will study: an overview of the causes of World War I and the reasons why men enlisted to fight in the war; the places where Australians fought, including the campaigns on Gallipoli and the Western Front; the impact of World War I, with a particular emphasis on Australia; the commemoration of World War I, including debates about the nature and significance of the ANZAC legend.

### Assessment

Key performance indicators as outlined by the Australian Curriculum will be assessed in the following ways:

- Research assignments
- Analytical essays
- Document work
- Oral presentation / Role play
- Short answer tests
- Examination



## **Jewish Studies**

### **Introduction**

Through the Middle School, students will move through units that focus on the richness and complexity of Jewish ethics; 'Big picture' Jewish history - as well as in-depth opportunities to look closely at a particular period; regular Israel engagement in stand-alone units or within the context of the broader Jewish world, and a range of traditional and modern Jewish text types. Jewish Studies units aim to engage the 'head, heart and hands' of students, developing concepts, values and skills. Skills to be developed include comprehension, making connections, integration of primary and secondary sources and communication in written, verbal and creative forms.

### **Content**

- Text study of King David based on sources from the Tanach
- Key beliefs, leaders, practices and insights of Judaism, Christianity and Islam
- Origins and manifestations of antisemitism over time
- Historical overview of context of Modernity in Eastern and Western Europe
- Key thinkers and ideas of each denomination of Judaism
- The impact of nationalism, and the Dreyfus affair upon Zionism
- Ideologies of political, cultural, religious and revisionist Zionism
- Chagim and Yomim

### **Assessment**

- Workbook activities
- Research tasks
- Presentations

Year 9 students also participate in an Israel seminar in which Israel education and engagement in Jewish life, concepts and practice are facilitated in an experiential manner.

## Mathematics

### Introduction

Students are encouraged to develop confidence in the use of definitions of key mathematical concepts. A variety of modelling and problem solving approaches are explored and the ability to determine the validity of a solution is emphasised.

### Content

- Ability to apply basic numeracy skills including directed numbers
- Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
- Efficient use of algebra in real life problem solving activities
- Introduction of further algebraic skills
- Collection and analysis of data
- Understanding of the properties related to geometric shapes
- Use of estimation to check feasibility and reasonableness of solutions
- Efficient use of calculators as an aid to solving problems.
- Ability to communicate and report on the mathematical process used in problem solving, in both written and mathematical form.

As outlined by the Australian Curriculum, the program will be selected from the following topics:

- Number Revision
- Indices and Surds
- Linear Graphs
- Geometry
- Trigonometry
- Quadratic Graphs
- Measurement
- Pythagoras' Theorem
- Expanding and Factorising
- Solving Linear Equations
- Solving Quadratic Equations
- Consumer Maths
- Probability and Statistics

### Assessment

Student understanding is assessed via formative and summative assessments. Formative assessments include homework tasks, projects, in-class quizzes and practice tests. Summative assessments include regular topic tests. Some formative assessments and all summative assessments are reported upon on the myKDS reporting system, with all summative assessments given a percentage measure of achievement and a feedback comment.

In Year 9, the major summative assessment is a Semester Examination.

## Mathematics Extension

Students who have demonstrated a high level of achievement at Mathematics during Years 7 and 8 Mathematics studies may be invited to participate in Year 9 Extension Mathematics. This extension course is actually an Accelerated Mathematics program in that it covers the content of Years 9 and 10 Mathematics in a single year. The topics studied are the same as for Year 9 Mathematics but the level of coverage is to the level described in the Year 10 Victorian Curriculum.

The aim of Year 9 Extension Mathematics is to provide some students with the opportunity of early entry into VCE Mathematical Methods. To this end, this course introduces students to the TI-nspire CAS calculator; it is used in preparation for VCE Mathematics. The purchase of this type of calculator in Year 9 is particular to this cohort.

Students who achieve strongly in Year 9 Extension Mathematics are encouraged to choose the option of VCE Mathematical Methods in Year 10. The remainder of the class will progress into Year 10 Extension Mathematics before progressing into VCE Maths Methods in Year 11.

## Science

### Applied Science Program

#### Introduction

The Applied Science Program is a two year program that provides our young scientists with opportunities to master their core skills in the scientific realm. This will allow them to explore areas of passion and develop metacognitive strategies.

#### Content

##### *Semester One:*

1. Enter molecules to **explore** how electrons interact.
2. **Solve** real-world problems using your understanding of the properties of light.
3. **Dissect** the brain and investigate how we respond to our environment.
4. **Formulate** big questions and answer them through **scientific methods**

##### *Semester Two:*

1. **Balance** our internal systems to **optimise** our performance.
2. **Navigate** vectors, distances, and forces to reach terminal velocity.
3. **Investigate** energy consumption and propose ways to save energy waste.
4. Gain an **appreciation** of carbons' importance in our lives.
5. **Formulate** big questions and answer them through **scientific methods**.

#### Assessment

A variety of assessments focusing on developing key skills:

- Qualitative writing
- Scientific writing
- Tests
- Assignments
- Examination

## Wellbeing

#### Introduction

The overarching theme for the Year 9 Wellbeing Program is Adolescent reality: person in progress. Wellbeing lessons focus on the development of social skills, health education and moral development within this conceptual framework. Students will explore a range of important topics as outlined below.

#### Content

- First Aid
- Neuroscience
- Adolescent Risk Taking
- Drug education and Safe Partying
- Cyber Safety and Social Media
- Gambling
- Sex Education
- Respectful Relationships

## Year 9 Elective Subjects

### Art

#### Introduction

Students will explore various workshops and develop practical art making skills. Students will also generate and explore their own ideas and plan major artworks.

#### Content

##### *Semester 1: Printmaking*

Students who select Art for Semester 1 will have the opportunity to explore various printmaking materials and techniques including, but not limited to, etching, lino printing, screen printing, stamp carving, and spray painting. Students will be given the freedom to choose a theme of interest to guide their exploration in the various printmaking media and to assist them in expressing their ideas through their artworks. Over the course of the semester students will plan an original final artwork and will learn to follow the art-making process and utilise their visual diaries to document this process in preparation for the demands of VCE Art.

In Term 1 students will begin this process by experimenting with at least four different printmaking methods and will learn to document their experiences continually in their folios. In addition, they will be exposed to traditional and contemporary printmaking artists to help inspire and inform their style and technique. Students will also continue to develop their ability to analyse art using the elements and principles by completing a theory task on an artist of their choice.

In Term 2 students will plan and develop an original artwork in a printmaking method of their choice and will have the opportunity to exhibit their work.

##### *Semester 2: Digital Art*

Students who select Art for Semester 2 will have the opportunity to explore various forms of digital art including, but not limited to, photography, digital manipulation using photoshop, collage, and digital drawing. This unit will focus on how the digital age has shaped and transformed art and has expanded the possibilities for self expression in new mediums. Students will question and explore the boundaries of art and what is defined as art in the digital age and create artworks that respond to this theme. Over the course of the semester students will plan an original final artwork and will develop their ability to follow the art-making process and utilise their visual diaries to document this process in preparation for the demands of VCE Art.

In Term 3 students will begin this process by experimenting with at least four different digital art making methods and will learn to document their experiences continually in their folios. In addition, they will be exposed to digital artists to help inspire and inform their style. To further cultivate their passion for art, students will also have the opportunity to visit galleries during an excursion and explore some of the enriching contemporary art experiences Melbourne has to offer. Students will also continue to develop their ability to analyse art using the elements and principles by completing a theory task on an artist of their choice. In Term 4 students will plan and develop an original artwork in a medium of their choice and will have the opportunity to exhibit their work.

#### Assessment

- Folio of experimentation in various media
- A visual diary documenting developmental work
- Written theory assignments
- Planning and creating original artworks

It is recommended that students intending to continue in Art in Year 10 undertake two units of Art or one unit of Art and one unit of Visual Communication Design.

## **Business Studies**

### **Semester 1: Politics and the law**

#### **Introduction**

Students examine many aspects and issues that are included in the disciplines of Politics and the Law. Australia's political system and legal system are investigated and used to develop skills listed below:

- Analysing political cartoons
- Preparing a written critical evaluation of information and ideas
- Analysing different points of view

#### **Content**

- Living in a democracy
- Australia's political system
- Political parties and policy development
- Election time
- The influence of social media
- Counting the votes
- Understanding laws and why we need them
- How laws are made
- Australia's legal system
- Types of legal disputes
- Court jurisdictions
- The role of the courts

#### **Assessment**

- Research assignments
- Case study reports
- Tests
- Examination

## **Business Studies**

### **Semester 2: The workplace, economics and business**

#### **Introduction**

Students examine many aspects and issues that are included in the workplace, the economy and business. The workplace, the economy and business are investigated and used to develop skills listed below:

- Searching for relevant and reliable information online
- Applying business knowledge, skills and concepts to new situations
- Formulating questions about an economic issue
- Preparing an infographic
- Planning and conducting a small business venture at school
- Being innovative in business

#### **Content**

- The workplace
- The constantly changing world of work
- Enterprising skills in the workplace
- Roles and responsibilities of employers and employees
- Protecting workers from discrimination in the workplace
- Protecting workers from bullying and unfair dismissal

#### **Economics**

- Measuring growth in the Australian economy – GDP
- Measuring price changes in the Australian economy – inflation
- Measuring participation in the Australian economy – the unemployment rate
- Australia's economic scorecard

#### **Business**

- Gaining a competitive advantage
- Innovation in business

#### **Assessment**

- Research assignments
- Case study reports
- Tests

## Drama

### Introduction

In Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different perspectives. Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds. The study of Drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Through Drama students develop skills of communication, criticism, aesthetic understanding and aesthetic control. Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

### Content

In Year 9 Drama, students will:

- Explore a range of play-making techniques to devise a performance for a target audience, including; researching, brainstorming, improvising, scripting, editing, rehearsing and refining.
- Develop an understanding of a range of theatrical styles and their related conventions.
- Examine elements of theatre composition including; cohesion, motion, rhythm, emphasis, contrast and variation.
- Explore a range of dramatic elements including climax, conflict, contrast, mood, rhythm, space, sound and tension
- Develop an understanding of how production roles, including costume, props, set items, lighting and sound, can enhance performance works and communicate intended meaning.
- Examine ways of manipulating their expressive skills (including movement, voice, gesture and facial expression), to enhance their characterisations and communicate context
- Critically analyse and/or evaluate a performance presented by an outside group.

### Assessment

Students will be assessed on the following units of work in Year 9 Drama:

- Unit 1: Devising performance
- Unit 2: Characterisation and context
- Unit 3: Interpreting classical text
- Unit 4: Performance Analysis

## Forensic Science

### Introduction

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

### Content

- What is Forensics?
- Courts of Law/Branches and fields of Forensics
- History of Forensics
- Crime Scene procedures
- Pieces of evidence/scientific method
- CSI application

### Assessment

- Case study analysis of a crime
- Observational/ memory challenges
- Practical activities
- Research and ICT oral presentation (Forensic field project)
- Quizzes and Tests
- Designing and performing controlled experiments (Brain autopsy)
- CSI Challenge activity (20 %)
- Semester examination (40%)

## Geography

### Introduction

This course looks at the world and its natural and human geography. Students will learn to explain the processes and interactions between people and major natural systems. They go on to predict the effects of resource development and develop strategies to resolve issues related to the use and management of the natural or human environment.

### Content

- Geospatial skills
- The earth biomes, countries and capitals
- Case Study -Threats to coral reefs
- Coastal management - a coast in trouble
- Tourism and COVID -19

### Assessment

- Major research assignment and short answer tests
- Oral presentations
- Field trips
- Extended text responses
- Book / Class work
- Document work

## Hebrew Aleph

### Introduction

This course is designed for the acquisition of the four major language skills: Listening, Speaking, Reading and Writing.

The curriculum is linguistically sequential, which introduces the gradual study of vocabulary, grammatical structures and syntax, in the context of the Hebrew speaking community and its culture. Students learn to communicate in a variety of contexts, using a wide range of competencies in conversational activities, writing, and role playing. They are encouraged to use relevant ICT tools and to reflect on their thinking process and personal learning of the Hebrew language.

### Prerequisites

Entry into Hebrew is dependent upon achieving a B grade or above in Extension Hebrew Year 8 overall unit grade. Students in other levels of Hebrew are not advised to undertake this course.

### Content

The content in Hebrew is drawn from three themes: teenage experience; topics and events of general interest; and topics drawn from the Jewish and Israeli world. Each unit is based around a list of new words and grammatical topics, which are the key building blocks of the study.

Different text types are studied including: conversations from the daily reality, variety of informative texts about Judaism, life in Israel and general world knowledge and enrichments segments of biblical verses as well as poetry, Hebrew phrases, common colloquialisms and songs.

This vast variety of texts, both oral and written, is designed to challenge and advance students' language abilities. Texts vary in length, structure and new vocabulary, linguistic density, clarity of structure and the organisation and familiarity of content.

### Assessment

- Listening comprehension
- Oral Presentations
- Writing tasks
- Cultural knowledge and understanding tasks
- Reading comprehension
- Examination

Satisfactory completion of Hebrew Aleph in Semester 1 is a prerequisite for studying Hebrew in Semester 2. Students intending to continue Hebrew in Year 10 VCE 1 & 2 must undertake two units of Hebrew in Year 9, while those going on to VET 2 & 3 must undertake at least one unit.



## Hebrew Pathways to VET

### Introduction

The Year 9 Hebrew course is designed to prepare students to begin the study of VET Hebrew Cert II. In second semester students will begin completing assessments for Cert II.

### Prerequisites

Entry into the Year 9 Hebrew Pathways to VET course is dependent upon achieving a B grade or above in the Year 8 unit grade for Mainstream II or Extension streams only. Students in other streams are not advised to undertake this course.

### Content

Pathway to Hebrew VET focuses on two main themes: communication for social purposes and workplace related topics. Each unit is based around a list of new words and grammatical topics, which are the key building blocks of the study. Different text types are studied including: conversations from the daily reality, variety of informative texts about life in Israel and general world knowledge. This vast variety of texts, both oral and written, is designed to challenge and advance students' language abilities. Texts vary in length, structure and new vocabulary, linguistic density, clarity of structure and the organisation and familiarity of content. In Semester Two students will begin undertaking assessments that will count towards Certificate II that they will complete by the end of Year 10.

### Assessment

- Role plays and dialogues
- Listening comprehension
- Cultural knowledge and understanding tasks
- Writing tasks
- Reading comprehension
- Examination

In order to be eligible for VET Hebrew in Year 10, students in Year 9 must have completed a full year of the Pathways to VET course.

## History of Sport

### Introduction

This elective investigates a range of influential moments and figures in the history of sport and analyses the impact they had not just on the sporting community but on broader society. Through the study of these people and events, you'll learn about different cultures and time periods, and engage key historical thinking concepts of continuity and change, and cause and consequence.

### Content

Topics include: 'Trailblazers' (Jesse Owens, Jackie Robinson, Billie Jean King), 'Controversies' (Lance Armstrong, The Chicago 'Black Sox'), 'Triumphs' (The Miracle on Ice, The 1995 Rugby World Cup), and 'Disasters' (The 1972 Olympic Massacre, OJ Simpson).

### Assessment

- Research assignment and short answer tests
- Oral presentations
- Document work
- Examination

## Literature

### Introduction

This unit will appeal to student's who love discussing and debating issues in film and text. The unit examines issues of race, gender and class embedded within literature and the way in which contemporary readers engage with, and at times dispute, these representations.

### Content

#### *Unit 1: Trial by Fire*

Justice is blind or blinded? In this unit we examine the nature of prejudice and the way it intersects with the justice system. We will draw ideas from the play 12 Angry Men which examines what lies in the heart of men as they grapple with the need to come to a unanimous verdict, to the nature of the Salem Witch trials in the film adaptation of The Crucible. Investigating with the ways these texts grapple with flaws within the justice system, you too will become a part of trial by fire as you are placed in the hot seat of jury, judge and executioner, but this time justice itself will be put on trial.

#### *Unit 2: Spooktacular*

What happens when...

Science meets creation?

The cemetery meets a body snatcher?

The clock strikes midnight?

Strap yourselves in and hold onto your nerve as we dive into the world of gothic literature. Together we will piece together the moment that life was created in the lab using spare body parts from the cemetery. We will examine the original creation of Frankenstein's monster to the reimagined incarnations in film, music, plays and pop culture, including Tim Burton's film Corpse Bride and Philip Pullmans adapted play Frankenstein.

### Assessment

- Discussion
- Creative responses
- Examination

## **Media: Making and Knowing Photography, Magazine, Film and Television**

### Introduction

#### *Semester 1: Photography and Magazine analysis and production*

This unit is designed to give an understanding of (newspapers, magazines, photography and social media) and will allow students to gain an insight into the way these industries operate, how photographers and magazine publishers create their work using materials and techniques, and how audiences interact with this range of media forms. Students will also be introduced to a broad range of photography and magazine production skills, while also being exposed to the area of media product analysis. This will be primarily through the study of photography and magazines with students learning how to analyse meaning within photos and magazines as well as produce and demonstrate skill in both areas. This course will enable them to exercise creative practical work whilst understanding limitations such as audience, deadlines and facility constraints. Students consider the role and influence of these media in their daily lives.

### Content

- Analysis of media products such as newspapers, photography, magazines
- Experiencing some of the roles required in a photography and magazine production environment
- The concept of photography and magazine mass media, and its historical and social significance in the lives of audiences
- Production planning and design
- Creative thinking and production skills for photography and magazine work
- Students will begin to create their own Print, Audio/audio visual/ photographic products for release in the media

### Assessment

- Research projects
- Assignment folio consisting of a range of media production skills tasks
- Media analysis tasks
- Examination

#### *Semester 2: Film and television production and analysis*

This unit will introduce students to the concept of television and film as media forms. Students will analyse the history and contemporary development of film and television from traditional production to film/TV streaming, the role and significance of television and film as a tool that is part of society's fabric, the ways in which television and film are constructed with materials and techniques to communicate ideas and knowledge, the individual styles of various video artists, and production skills involved in making your own video products, including narratives and TV news studio production.

### Content:

- Analysis of media products such as films and television series
- Experiencing some of the roles required in a video and television media production environment
- The concept of film and television mass media, and its historical and social significance in the lives of audiences
- Designing, editing, presenting and reflecting on current Media productions and those they have produced
- Production planning and story-boarding
- Creative thinking and production skills for film and television
- Students will begin to create their own Audio/audio visual products for release in the media

### Assessment

- Research projects
- Assignment folio consisting of a range of media production skills tasks (television and video)
- Media analysis tasks
- Examination

## Music

### Introduction

In Year 9 Classroom Music students analyse different scores and performances aurally and visually. They evaluate the use of elements in music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.

They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music. Students in Year 9 Music are introduced to the key skills required for Year 10 and VCE Music. Students enrolled in Classroom Music are encouraged to participate in school ensembles.

### Content

#### *Unit 1 - Listening*

- Analysing a range of music from contemporary and past times to explore differing viewpoints and enrich music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts
- Rhythmic and melodic dictation of unknown repertoire

#### *Unit 2 - Performance*

- Practise and rehearse a variety of performance repertoire with increasing technical and interpretative skills as a soloist and in an ensemble
- Improvise music, using aural recognition of texture, dynamics and expression to explore personal style in performance

#### *Unit 3 - Composition*

- Evaluate a range of music and compositions to refine own compositions and performances
- Plan and organise compositions with an understanding of various genres and cultures
- Arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music in a range of styles, using technology and notation

### Assessment

- Listening tasks
- Performance both solo and ensemble
- Solfa skills
- Aural/theory/analysis
- Composition and improvisation exercises
- Examination

Students intending to undertake Music in Year 10 are encouraged to undertake study in both semesters.

## Philosophy (Would I Lie To You? A Course in Ethics)

### Introduction

This unit encourages students to express their own opinions on ethical (moral) issues as well as to be tolerant and open to others. Students will also be encouraged to ask for reasons for, and draw attention to, what appear to be inconsistencies in their ways of thinking.

At the completion of this unit, students are expected to have an improved ability to make better judgements for themselves with regard to good/bad and right/wrong distinctions. Moreover, students should have a greater awareness of other perspectives on ethical issues and develop an appreciation for the democratic process in decision making. Academically, it is intended that students improve their skills in writing, critical and creative thinking and gain knowledge in the work of established philosophers.

### Content

At its core, the study of ethics concerns the notions of goodness and right action. Accordingly, this unit will also require students to research established models for thinking about these fundamental notions. Philosophers studied may include Aristotle, Kant, Hobbes, J.S. Mill and, amongst other contemporaries, Peter Singer.

The impetus for these discussions will be drawn from a range of sources including the media, motion pictures and short stories. They will be chosen with either a specific focus in mind, such as capital punishment, or be rich enough for the group to vote upon an issue to explore in further detail.

### Assessment

- Document analysis
- Personal reflections
- Research project
- Essays
- Examination

## Sport Science

### Introduction

This elective allows students to design, implement and evaluate personalised training plans for improving or maintaining their own physical activity and fitness levels. Students will also explore muscle physiology and adaptations. The elective consists of both theoretical and practical classes.

Students will be able to:

- Develop the skills to construct and carry out a fitness program using the school gym training room
- Investigate and understand the components of fitness including strength and flexibility and develop the ability to apply this knowledge to a fitness program
- The principles of training and explore how they are relevant for the athlete as they prepare for training activities
- Develop an understanding of muscle physiology and basic adaptations

### Content

- Muscle physiology and anatomy
- Strength and flexibility fitness program
- Principles of training and fitness components
- Training methods
- Fitness programs

### Assessment

- Practical tasks
- Fitness program design and participation
- Tests
- Examination

## Technology

### Introduction

#### *Semester 1: Engineering*

In this new elective students will gain knowledge and understanding of electronics, motion, machines and mechanical systems. They will develop a folio of work that covers force, energy, structures, electronics and mechanics. Students will work through the Design Process to design, research, build, test and evaluate a system. They will learn how to program the control system using flowcharts and code. Students will complete a range of practical activities that explore Technologies and Society as well as Creating Designed Solutions. This elective will provide the foundation for students to undertake VCE Systems Engineering as a Year 10 or 11/12 student.

#### Assessment:

- Folio of practical and design tasks
- Engineering Notebook
- Tests

#### *Semester 2: Data Science and Cybersecurity*

In this elective students will further develop their programming knowledge and skills to use data structures, files, validation, debugging tools and be introduced to object-oriented programming using graphical user interfaces (GUI's). They will be introduced to data science processes, focusing on data acquisition, storage, analysis, and visualization. Students further develop database and spreadsheet skills, including querying relational databases and using formulas and functions. Students will learn the fundamentals of Linux/Unix, investigate encryption and cybersecurity methods and then test their knowledge and skills in a range of Capture the Flag (CTF) ethical hacking challenges. This elective will provide the foundation for students to undertake VCE Applied Computing as a Year 10 or 11/12 student.

#### Assessments:

- Folio of programming tasks
- Folio of data science tasks
- Cybersecurity modules
- Capture the Flag challenges

## Torah Trails

### Introduction:

Students will engage more fully with Jewish texts:- Chumash (Five Books of Moses), including parashat hashavua (the weekly Torah portion); Mishnah (the Oral Law) and Gemara (analysis and commentary of the Mishnah). Students will engage deeply with the texts and traditions of Judaism, enhancing their lived Jewish experience of the Jewish calendar.

### Content:

Learning about the Jewish bookshelf will provide students with a framework to examine the processes that have shaped the modern Jewish world (Humanities). Some texts studied will include learning about systems that shaped Jewish society in the past, including its legal and economic systems (Civics and Citizenship and Economics and Business). Other texts studied will allow students to explore the processes that shaped Jewish society in the past, and particularly to analyse how Jews faced different challenges. (History and Geography).

### Assessment:

- 1) Writing your own page of Talmud – activity
- 2) Reflection question
- 3) Text analysis project
- 4) Tests

## Visual Communication Design

### Introduction

The purpose of this unit is to introduce students to the fundamentals of Visual Communication Design. This unit explores the ways in which designers across a number of design fields and vocations use the design process to develop their ideas, solve problems and communicate these solutions using visual language. In responding to a number of practical design briefs, students develop proficiency in using a range of manual and digital materials, methods and media, applying design elements and principles and thinking critically and creatively in the pursuit of design solutions. Over the course of the semester students will engage with real world problems ranging from Architecture to Graphic and Industrial Design, explore the practice of key figures in the history of Australian design and practice practical arts skills both by hand and digitally.

### Content

- An exploration of design theory, including: the design process, design terminology and design elements and principles
- Analysis of the practice of contemporary designers and historical design movements.
- Observational drawing and perspective drawing - what are they, how do we use them and how can they improve our practice as designers?
- Hands on development of solutions to design projects across a range of design fields (for example: redesigning kitchen implements to serve a variety of different target audiences, designing a set of handmade postcards inspired by Melbourne landmarks and more)

### Assessment

- Folio of practical work
- Visual Diary
- Examination