



# CURRICULUM GUIDE 2025

Year 7 - 8

[xavier.vic.edu.au](http://xavier.vic.edu.au)



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## DIRECTOR OF SENIOR SCHOOL



Our pedagogical approach and the associated resources for Year 7 and 8 have been specifically tailored to recognise the unique context and stage of our young people as they journey from their primary years of education and transition towards upper secondary. Our deliberate and careful approach to planning prioritises both transitions into and through junior secondary as equally important.

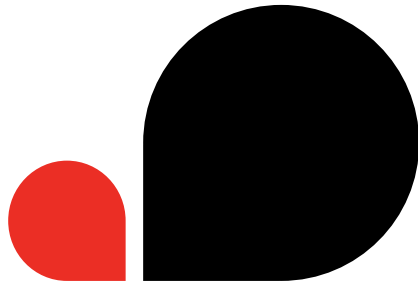
While recognising this, we are deliberate in offering enriching experiences that looks to grow the hearts and minds of our young people. Throughout a Jesuit education the tenet of 'Striving for the Magis'; the more; for depth, is alive in all of our planning and at this unique stage. This tenet influences our curriculum in a way that looks to develop young minds as critical thinkers by encouraging their sense of questioning and inquiry. Our offerings in both core and electives seek to challenge our students to challenge themselves, supported by educators committed to standing beside our learners to guide them in a holistic way, as companions on their journey.

Throughout this stage, our intent is to develop learners who aspire to be the best they can be, intrinsically motivated to grow and flourish in their academic and co-curricular endeavours, activities we see as mutually inclusive and critical to our achievement of 'cura personalis' the care of the whole person. Our curriculum inspires our students to passionately engage in 'real world' challenges that require ethical and sustainable solutions. Each student is called to demonstrate our Xavier Graduate qualities – authentic, spiritual, positive, inspiring, resilient, and empathetic – as they engage in all learning experiences.

It is our desire to have our students looking inwards to determine personal strengths and interests as they develop a deeper awareness of who they are whilst also casting their eyes outward as they become more aware of our rapidly changing world. Marrying their deep sense of self along with a knowledge of the world they live in, these learning experiences will assist them to identify personal future pathways.

**Michael Illott,**  
**Director of Senior School**





# DIRECTOR OF LEARNING AND GROWTH

This Curriculum Guide is designed to provide information to support students and families navigate subject selection processes.

## **The 2025 Curriculum Guide comprises of the following information:**

- Ignatian Pedagogical Paradigm – How we teach at Xavier
- Principles of the curriculum at Xavier College
- Year 7 & 8 curriculum makeup
- Learning organisation in Years 7 & 8
- Course overview of all subjects in Years 7 & 8

The curriculum structure in Years 7 & 8 at Xavier College references the Victorian Curriculum and reflects our values and traditions in Jesuit Education. This is the Xavier difference, a balance between preparing students for the world, ensuring they have intellectual opportunities, time for physical activity and space to explore their creativity. This makes our educational offering holistic –developing student capacity and understanding across academic, physical, cultural, spiritual and personal domains.

Through each of the subject sections the development of skills and knowledge across the learning stage is demonstrated by describing what students will learn about, and what students will develop skills in. These are important reference points to understand the content and learning expectations of each subject. How we teach at Xavier is another point of difference, our teachers facilitate learning and accompany students. This looks like inquiry learning, explicit teaching of skills and exploring ideas and concepts using knowledge. You will read through this guide how students are engaged with contemporary units of work and relevant topics and how our teachers create learning programs for our students that provide opportunities for students to be extended through experience and knowledge.

**Monique Dalli,**  
**Director of Learning and Growth**

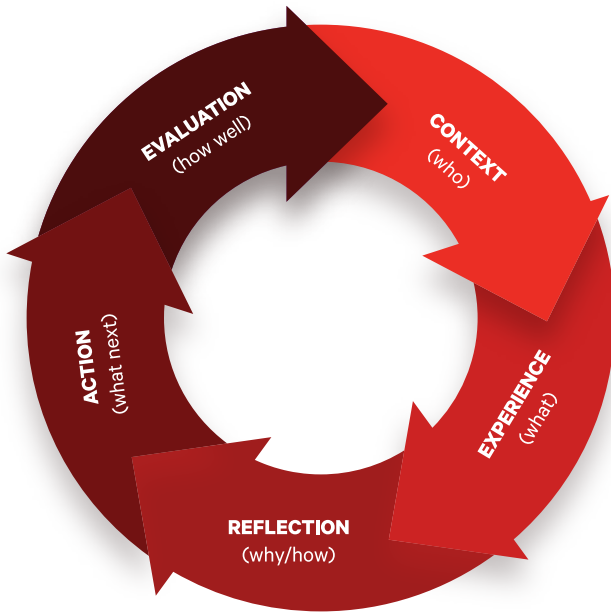


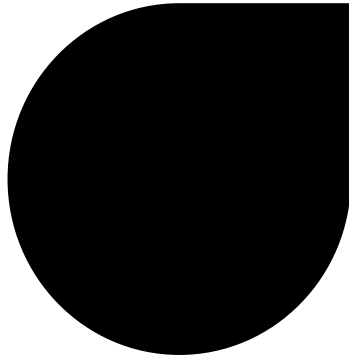
# IGNATIAN PEDAGOGICAL PARADIGM – HOW WE TEACH AT XAVIER

Pedagogy is the art and science of teaching. The Ignatian Pedagogical Paradigm (IPP) is a framework and process of teaching adopted by Jesuit Schools to develop lifelong learners, revolving around the principles of context, experience, action and reflection.

The IPP is applied practically in our classes and is used as a framework for our planning and as a process for teaching and learning. All learning has a context from which new learning stems, where previous experiences are connected to new experiences and where reflection deepens experience. Learning can be made meaningful when put into action and reinforced through explicit evaluation.

(Ignatian Pedagogy, 1993, #75)





# PRINCIPLES OF THE CURRICULUM AT XAVIER COLLEGE

The curriculum structure at Years 7 and 8 at Xavier College covers the Victorian Curriculum and reflects our values and traditions in Jesuit Education. A balance between preparing students for the world, equipping them with the competencies that will allow them to succeed in this world and nourishing the intellectual, spiritual, physical and creative lives of our students. Our education is holistic – striving to develop student capacity and understanding across academic, physical, cultural, spiritual and personal metrics embraces the total development of each student during a significant time of growth. The curriculum is inclusive of students with diverse needs, providing support as well as extending and enriching high achieving students and thereby ensuring the nurturing of talent and potential.

**As a Jesuit school, we are guided by principles that call us to:**

- Protect and develop the whole person
- Form men and women of faith to work for justice in the world
- Pursue excellence in humanity
- Seek discernment and wisdom
- Engage critically in the world
- Strive for the Magis (depth)



# CURRICULUM YEARS 7 AND 8

Xavier College's teaching and learning program references the F-10 Victorian Curriculum. The curriculum sets out what every student should learn at each stage of their schooling based on a common set of knowledge and skills required by students for lifelong learning, social development and active and informed citizenship.

## Subjects studied in Years 7 & 8 include:

- Religious Education
- English
- Mathematics
- Science
- Humanities (Geography and History)
- Commerce & Enterprise
- Health and Physical Education
- Music
- Digital and Design & Technologies
- Arts (Visual Arts and Drama)
- Languages
- Numeracy and Literacy

## Extracurricular programs and activities available to Year 7 & 8 are:

- Instrumental Music
- Interschool Debating (DAV)
- Pastoral Care Programs
- Co-curricular Sport Program
- Performing Arts Experiences (theatre and performing)
- Middle Years Production
- Personal Development Programs
- Retreats and Reflection Days
- Expedition (Outdoor Education) Experiences
- Student Leadership Programs
- Lunchtime Clubs including Art, Chess, Drama



# YEAR 7 & 8 CURRICULUM MAKEUP

A Jesuit education prioritises the development of the whole person. The renewed Year 7 & 8 curriculum has a focus on core learning areas, specialist subjects and applied learning. Year 7 & 8 is a key time for transition, the combination of core studies and semesterised Major Studies courses allow for deep focused learning while exploring the variety that the Senior School curriculum has to offer.

- Students study a set of **compulsory core subjects**
- They continue the Jesuit liberal arts curriculum through the study of Arts, Music and Languages **Major Studies**
- Choice and options in the **elective** pool provides differentiation

## Year 7

Compulsory Subjects (Core)						Major Studies			Electives
Religious Education	English	Mathematics	Science	Humanities (History & Geography)	Health & Physical Education	<b>Language</b> 1 Semester Latin and 1 Semester Modern Language Choice of: Italian, Japanese and French.	<b>Arts</b> 1 semester of Drama and 1 semester of Art	<b>Music</b>	1 Commerce and Enterprise Elective 1 Technologies and Innovation Elective 1 Numeracy in Action 1 Literacy in Action

## Year 8

Compulsory Subjects (Core)						Major Studies			Electives
Religious Education	English	Mathematics	Science	Humanities (History & Geography)	Health & Physical Education	<b>Language</b> Choose 1 from Latin French Italian Japanese	<b>Arts</b> 1 semester of Drama and 1 semester of Art	<b>Music</b>	1 Commerce and Enterprise Elective 1 Technologies and Innovation Elective 1 Magis Elective 1 Numeracy in Action NOTE: Second Language in place of the Magis Elective and Numeracy in Action





# BOOKLISTS & RESOURCES FOR LEARNING

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The tuition and levies we charge for each year level are a fixed amount regardless of the various electives and subjects that are chosen by each individual student. That is, we do not charge “subject levies” for individual subjects.

Each student undertakes a different elective curriculum, comprising different individual subjects. The cost of the texts, consumables, etc required for these individual subjects are to be met directly by each family. Individual subject needs are included in the Booklist which is provided in November each year for the subsequent year of study. As a sustainable response, parents and caregivers are encouraged to seek secondhand options or select digital versions of texts where available, and if suitable, for your child.

## XCMA Secondhand Booksale

The XCMA Booksale is an annual event where current booklisted books can be sold and purchased. This is encouraged as a sustainable option for resourcing that also supports charity.

- Only specified books from the Book Lists can be sold.
- Books in very good condition will be sold for 50% of the Campion recommended retail price.

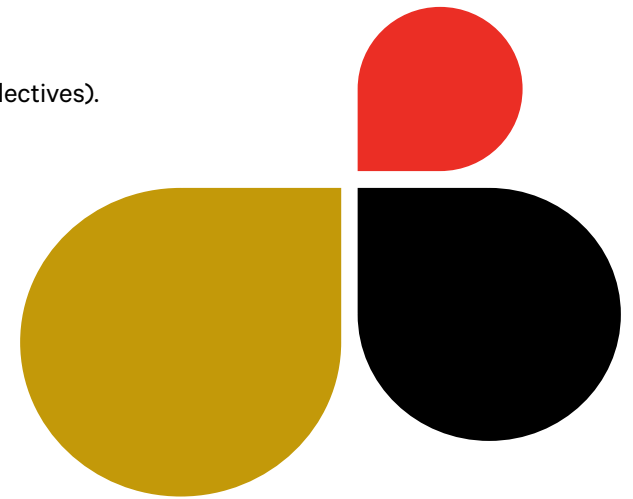
For more details: <https://xaviercollege.sharepoint.com/sites/SeniorSchool/SitePages/Second-Hand-Books.aspx>

## Digital Resources

The College procures a range of digital software and resources for students to use across a range of subjects (including electives). In Years 7 & 8, all software and digital subscriptions are charged through the booklist and bought through the College.

This includes:

- Stile
- To Know Worship Love
- Education Perfect



# LEARNING MANAGEMENT SYSTEM

The school uses a Learning Management System (LMS) called Canvas, to organise its curriculum. All students are expected to access Canvas for lesson content and assessment details. Feedback on assessment tasks is delivered to students and parents via Canvas. Parents are invited to further support their Child by accessing Canvas regularly either through the app or web version.



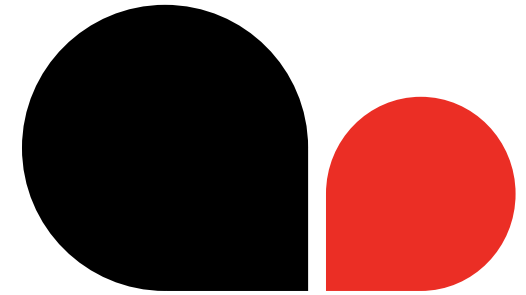
**Canvas can be accessed at:**  
[learning.xavier.vic.edu.au](https://learning.xavier.vic.edu.au)

# ASSESSMENTS AND REPORTING

Assessments are given to each year level according to the subject details that follow, these vary in type and modality and include examinations. Feedback is provided via Canvas on a regular basis to assist students in understanding where they are currently at, where they need to get to and how they can make improvements. Feedback includes areas of strength, affirmations of achievement of outcomes and areas to improve (with concrete strategies on how to achieve this). Feedback will be made visible to students and families in a timely manner post submission so that feedback can be applied, this is called continuous reporting. In our context, continuous reporting involves providing students with detailed feedback via Canvas on key assessments throughout the semester. This feedback process aligns with the Ignatian Pedagogical Paradigm and allows students to engage in their learning progression at frequent points in the year.

In addition to continuous reporting through Canvas, complete end of semester summary reports which include major assessments that have been undertaken throughout the semester and the outcomes from the curriculum that were assessed. The end of semester report does not include a Teacher comment, it does include a summary of results, approaches to learning indicators and a pastoral comment from the TutorTeacher.

In addition to these feedback points, our Year 7 students complete the NAPLAN assessments, we utilise PAT and in some subject areas Essential Assessment. Assessment can be diagnostic, informative or summative, it is a key part of the teaching and learning cycle because it provides feedback to the teacher and student of what to do next.



# DIVERSE LEARNING

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Diverse Learning is about respecting and valuing the differing backgrounds, skills and experience that all students bring to our community at Xavier College. To prepare young people to lead rewarding and productive lives in a complex and evolving world, we have to be truly inclusive and embrace differences so we can make sure every student is known, valued, respected and cared for.

It is important to always remember that:

- We respect and support all individuals to achieve their greatest potential
- We embed inclusiveness and diverse learners in our thinking and responses
- Diversity and inclusion are everyone's business. We are all a part of this process
- We learn from everyone's experience within our community, no matter who they are
- It is empowering when we can empathise and respect that everyone is unique and has their right to learn without judgement but rather with consideration and acceptance.

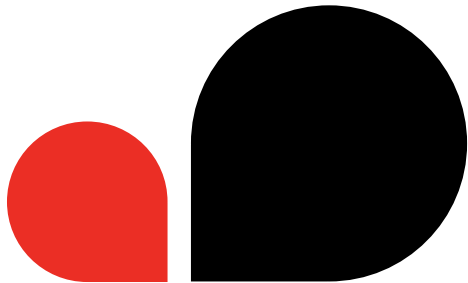
If your child is a diverse learner that requires an individualised learning plan, additional services and adjustments (this includes adjustments for disabilities, giftedness, exceptional talent pathway) [view our Diverse Learning Services Outline for campus relevant details.](#)



# INSTRUMENTAL MUSIC IN YEARS 7&8

Instrumental music is a specialised study of a chosen instrument. This is an optional offering taken outside the formal structure of the academic program. Students have lessons with Instrumental Teachers within the timetable and leave other classes in order to participate in their instrumental music lesson.

The Instrumental program is available to any student irrespective of their course of study. The major focus of this subject is performance, through which students are expected to develop their listening skills both as soloists and ensemble players. Where applicable, students are expected to join a Xavier College core ensemble in their chosen instrument.



## Instrumental lessons are available in:

- Violin
- Viola
- Cello
- Double Bass
- Classical Guitar
- Contemporary Guitar
- Piano and Organ
- Flute and Piccolo
- Oboe
- Clarinet
- Bass Clarinet
- Bassoon
- Saxophone (Alto, Baritone, Tenor)
- French Horn
- Trumpet
- Euphonium
- Trombone
- Tuba
- Percussion
- Drum Kit

## Assessment

Students are encouraged to undertake exams with the Australian Examination Board (AMEB) (when appropriate). If a student does not sit an external exam, then at the end of each year, students will be assessed by a specialist Xavier Music Teacher in the following areas:

- Solo performance of contrasting work
- Technical work
- Aural discrimination
- Sight reading
- Ensemble performance (where applicable)

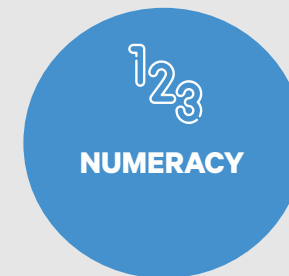
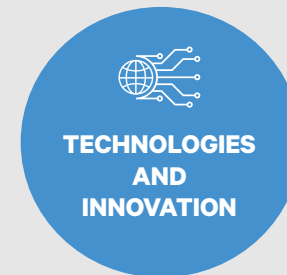
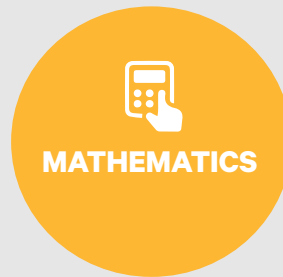
## Lesson Allocation

- Lessons are individual tuition sessions
- Each lesson is 30 minute, (45 and 60 are also available depending on a student's level)
- 2 lessons per 10-day cycle
- Students are withdrawn from classes on a rotational system
- Additional fees apply for Instrumental Music Tuition



# LEARNING AREAS

Click on Learning Area headers to jump to each section



# RELIGIOUS EDUCATION

## LEARNING FOCUS

The study of Religious Education is taught through the lenses of Catholicism and Ignatian tradition. The Religious Education at Xavier College is fundamental in assisting students to develop an understanding of story, ethics, ritual and symbol that has shaped humanity from ancient times. Students will develop an appreciation of prayer, beliefs, sacraments and sacred texts.

Religious Education invites students to appreciate the value of Catholic faith and to respect other faiths and worldviews. This knowledge and understanding will assist students to participate effectively with individuals not only in Australia, but in a global context. In the Religious Education program, students will reflect on the life of St. Ignatius and other Jesuits, including Saint Francis Xavier. Students will be challenged to 'Find God in all things', contemplate the mystery of God's creation and develop a call to action by engaging in service for others.



# YEAR 7 RELIGIOUS EDUCATION

## Students will learn about:

### 1. CORE BELIEFS AND XAVIER COLLEGE

Religious Education begins with an introduction to Catholic education with an orientation to life in a Jesuit school. Students explore core Catholic beliefs as well as the charism of belonging to a Jesuit school. Through this unit, students learn about beliefs such as the Trinity and the Creed, and they will learn about the traditions within the Catholic church, such as Mass, worship, and basic religious practises. In the second part of the unit, students learn about what it means to belong to a Jesuit community, such as Xavier College. Students will learn about the history of Xavier College as well as the rich tradition of our school community.

### 2. PRAYER

Prayer is an essential means through which individuals and the Christian community deepen their relationship with God. In this unit students will explore a range of prayer forms (personal, communal and liturgical) and experience its different expressions, vocal prayer, meditation and contemplative prayer. Students will also explore Jesus' prayer experiences as outlined in the New Testament. Classes will also become familiar with the pattern of the Church's year and appreciate the significance of liturgy as public worship.

### 3. THE MYSTERY OF GOD

In this unit students will be encouraged to wonder about the mystery of God. They will learn that Christians believe that God is one: Father, Son and Holy Spirit. Students will explore that God is the giver of all life. They will be supported to grow in appreciation that, coming from God, creation itself is good and wondrous. They will have the opportunity to experience the mystery of God's Holy Spirit present in people and in the world around us. Students will also explore the core beliefs and practices of a major world religion and make a comparison between the two pointing out similarities and differences.

### 4. FAITH IN ACTION

Students will learn about the stories of Jesus' encounters with those who were suffering. They will analyse and interpret his actions as well as his teachings of the Beatitudes. Students will explore this learning through the Ignatian lense of 'Being men and women for others', investigating ways of how they can live their lives after to model of Jesus Christ. Students will explore how they can serve the community today, living out our Ignatian tradition through service to others. This unit will complement their Ignatian service and give context to why we are a community that serves others.



## Students will develop skills in:

- Time management skills
- Research skills
- Oral presentation skills
- Discernment skills
- Practising the art of Ignatian Reflection and Meditation
- Writing skills
- Skills in understanding religious texts
- Skills for working in a group
- Developing empathy (to walk in another's shoes)

## Assessment Tasks

- Digital Presentations
- Reflections
- Written Assignments
- Topic Tests
- Oral Presentations
- Artwork

### Planning and participating in liturgies, prayers and reflections

- Year 7 Reflection Day (Manresa Day)
- Homeroom Masses
- Examen
- Meditations

## Extension Opportunities: Faith and Service programs

- Visits to the residents of Caritas Christi, Kew
- Pancake cooking at St Mary's House of Welcome, Fitzroy
- Participation in Reclink Grand Final Days
- St Paul's School Balwyn Social



# YEAR 8 RELIGIOUS EDUCATION

## Students will learn about:

### 1. WHO IS JESUS?

Students will explore the geography, customs and social groups at the time of Jesus. They will learn about the life of Christ through stories from scripture, exploring how he was presented in many ways, such as priest, prophet, rebel, and Messiah. They will reflect on the incarnation, prophecies from the Old Testament and fulfilment in the New Testament. They will explore his teachings and discuss how he remains an influential figure today.

### 2. DISCIPLES, MARTYRS AND WITNESSES

Students will examine the life of the early Christian communities, beginning with the disciples emboldened by the Spirit at the first Pentecost. Students will come to an understanding of the key events and people whose influence shaped Christianity, including St Paul's role as the 'Apostle to the Gentiles', and they will examine the men and women who were martyred and persecuted as witnesses to the faith.

Students will be able to articulate the role of significant figures in the early Church and reflect on the influence they have had on the modern-day Church. They will also understand the way in which key figures such as martyrs and the Jesuits have impacted the Church today. Through this unit, they will be able to appreciate the 'timeless' nature of the Church and some of the enduring challenges which face Christians today.

### 3. RESPONDING TO FAITH WITH JUSTICE

In this unit, students will explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching. They will also explore the influence and impact of the many Jesuit Social Services who live out these teachings.

Students will then reflect on their own personal call to justice and explore ways that they can serve others. They will investigate current social issues and explore opportunities for service, particularly those in our Ignatian Service program.

### 4. EXPERIENCES OF GOOD AND EVIL IN THE WORLD

In this unit God is acknowledged as the source of all goodness. Students will explore the implications of God's will that all people with the help of God's grace, should strive to do and pursue what is good, and avoid what is evil. Students will develop an awareness of the Christian understanding of good and evil by exploring examples of good and evil in the Old and New Testaments and examples of good and evil in a range of life situations. Classes will explore case studies about people who exemplify, and/or Christian organisations which promote good living. Students will examine being able to distinguish between what is good and what is evil.

## Students will develop skills in:

- Time management skills
- Research skills
- Oral presentation skills
- Practising the art of Ignatian Reflection and Meditation
- Discernment skills
- Writing skills
- Skills in understanding religious texts
- Skills for working in a group
- Developing empathy (to walk in another's shoes)

## Assessment Tasks

- Digital Presentations
- Reflections
- Written Assignments
- Topic Tests
- Oral Presentations
- Artwork

### Planning and participating in liturgies, prayers and reflections

- Year 8 Reflection Day (Galilee Day)
- Homeroom Masses
- Examen
- Meditations

## Extension Opportunities: Faith and Service programs

- Tutoring at the Friday Night School based at St Ignatius' Parish, Richmond
- Visits to the residents of Caritas Christi, Kew
- Service participation at Trinity Catholic Primary School, Richmond
- Participation in Reclink Grand Final Days
- Pancake cooking at St Mary's House of Welcome, Fitzroy





# ENGLISH

## LEARNING FOCUS

The study of English is central to all learning and communication. At Xavier College English is built around the three interrelated strands: Language, Literature and Literacy. These strands are essential to the development of the students as confident communicators, critical and creative thinkers and informed young men.

The Language strand develops students' knowledge of the English language and how it works. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation. Students also learn about structure (syntax) and meaning (semantics) of words, sentences and whole texts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. Students study texts that encompass themes of human experience, interpersonal relationships, as well as ethical and global challenges within real-world and fictional settings. Students engage with a variety of texts for enjoyment, and this is reinforced through Literature Circles and Library Reading programs.

In the Literacy strand, the students develop the ability to compose and comprehend texts through listening, reading and viewing. Students also learn to adapt language to meet significant demands across the curriculum.



# YEAR 7 ENGLISH

## Students will learn about:

- Telling Stories: *Things A Map Won't Show You*
- Film Analysis: *Satellite Boy*
- Oral Presentation of Argument & Debating
- Speaking Up & Speaking Out: Podcasts and Digital Texts
- Text Analysis: *The Outsiders*

## Students will develop skills in:

Students will develop skills in:

- Analysing film techniques, including point of view
- Analysing the ways characterisation, events and settings are combined in films and novels
- Planning, drafting and publishing imaginative, informative and persuasive texts
- Using comprehension strategies to interpret and evaluate texts
- Understanding analytical text writing structures
- Practising formal writing conventions of essays, debates, narrative and speeches
- Analysing and practising the use of figurative language
- Understanding the use of grammar and punctuation to support meaning
- Experimenting with text structures and language features and their effects in creating literary texts
- Reflecting critically on learning experiences and processes
- Understanding how to apply learned knowledge consistently in order to spell accurately
- Developing skills in exam revision and preparation

## Assessment Tasks

- Creative Narrative
- Debate
- Oral Presentation
- Mise en scène Analysis
- Podcast & Digital Text Creation
- Text Analysis Essay

## Extension Opportunities

- English enrichment
- DAV debating
- Junior debating competitions
- House debating
- Public speaking competition



# YEAR 8 ENGLISH

## Students will learn about:

- “Runner” – text response
- “Animal Farm” – text response
- “The Final Quarter” (documentary) – text response
- Creative writing - characterisation

## Students will develop skills in:

- Understanding text structures, using frameworks such as TEEL
- Investigating how visual and multimodal texts enhance meaning
- Planning, rehearsing and delivering presentations
- Planning, drafting and publishing imaginative, informative and persuasive texts
- Analysing how text and language structures vary according to mode and purpose
- Understanding persuasive techniques
- Understanding how meaning is developed through the use of metaphor, irony and parody
- Recognising and practicing effective vocabulary and grammar
- Creating literary texts with particular purposes and effects
- Sharing, reflecting on, clarifying and evaluating opinions and arguments
- Using comprehension strategies to interpret and evaluate texts
- Understanding how to apply learned knowledge consistently in order to spell accurately
- Developing skills in exam revision and preparation

## Assessment Tasks

- Persuasive Essays
- Expository Essay
- Speeches
- Spelling Tests
- Reading Comprehension Tests
- Imaginative Text (Exam)

## Extension Opportunities

- English enrichment
- DAV debating
- Junior debating competitions
- House debating
- Public speaking competition



# YEAR 7 ELECTIVES **LITERACY IN ACTION**

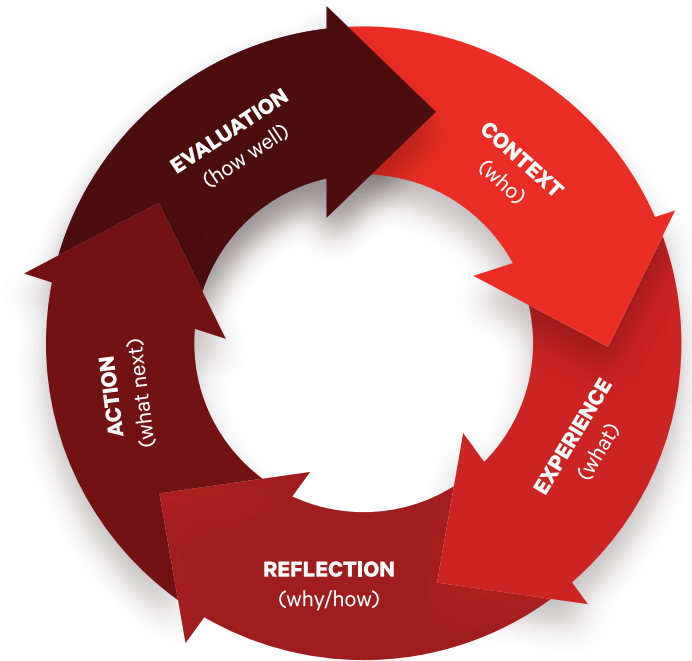
**“Action – in Jesuit education, learning leads to action. Teachers provide imaginative and engaging opportunities for pupils to try out new skills, to use new knowledge, to exercise new ways of expressing themselves, their beliefs, values and questions.”**

*(Ignatian Pedagogy An abridged version of the document on teaching and learning in a Jesuit school.)*

Year 7 Literacy in Action is designed to apply skills and knowledge from English courses in new situations to solidify learning and knowledge with application.

The tasks and topics have been sequenced to pique students’ interest and engage them in rich tasks that demonstrate how literacy skills can be applied in a variety of subject domains in practical applications in the real world.

- Students will participate in a semester of Numeracy in Action and a semester of Literacy in Action
- Each course has two course levels to support differentiation; Enrichment and At Standard. The Enrichment course is for students to stretch students beyond their year-level achievement standard. The At Standard course is designed to build capacity and confidence with concepts.
- As part of the transition process students will be placed in Numeracy and Literacy classes
- Information used for class grouping includes; reporting data, NAPLAN and PAT (class number restrictions also apply).



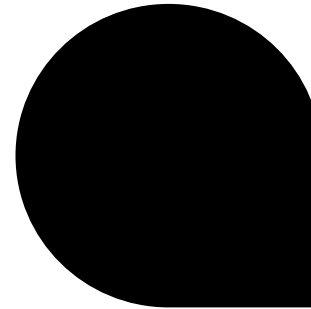
# YEAR 7 ELECTIVES **LITERACY IN ACTION**

## LITERACY IN ACTION

Literacy in Action is a transformative, personalised staged program designed to support and enhance the key skills of reading and viewing, writing, speaking, and listening for Year 7 students. It consists of two interwoven, data-informed strands that immediately address student needs. Students will also engage with digital literacies and embrace the opportunities of artificial intelligence (AI) to shape visuals, build vocabulary, refine reading comprehension strategies, and learn how to ethically utilise AI as a learning tool.

- **Reading & Writing in Action:** This strand focuses on refining student ability through the process of close reading, followed by the writing and publishing of literary texts. Emphasis is placed on mastering language conventions for effective expression such as clauses and phrases, deliberate vocabulary choices to create nuance, and literary features to create meaning.
- **Voices in Action:** This strand hones speaking and listening skills, foundational for all student pursuits. It focuses on understanding appropriate communication for different audiences while emphasising active listening strategies and the conventions of spoken texts.

Upon completion, Year 7 students will emerge as confident, skilled, and expressive individuals, prepared to excel academically and embrace literacy in all aspects of their lives.

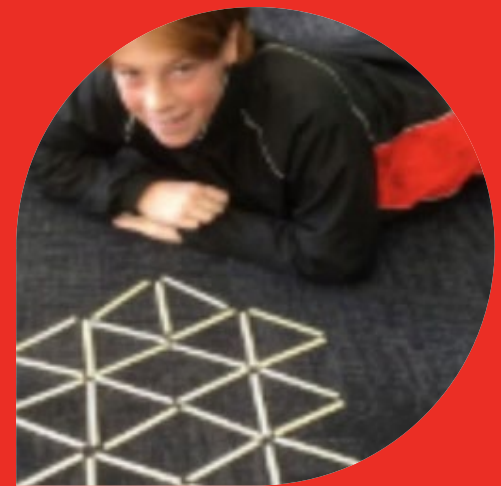


# MATHEMATICS

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## LEARNING FOCUS

Mathematics provides students with access to important ideas, knowledge and skills that they will draw on in their personal and working lives. Number, measurement, geometry and probability are common aspects of most people's daily lives. Equally important are the roles that algebra, logic and problem-solving play. In years 7 Year 8 Mathematics teachers continue to differentiate the curriculum and teaching to meet the needs of the individuals within their care so that students have the opportunity to participate in differentiated class activities.



# YEAR 7 MATHEMATICS

## Students will learn about:

### SEMESTER ONE:

- Whole Numbers
- Number Properties and Patterns
- Statistics and Probability
- Negative Numbers
- Algebra

### SEMESTER TWO:

- Equations
- Fractions
- Decimals
- Geometry
- Measurement

## Students will develop skills in:

- Understanding, fluency, problem solving and reasoning.
- An emphasis will be on developing the ability to show logical thinking through the layout of worked solutions.

## Assessment Tasks

- Topic Tests
- Practical Project
- Applied Tasks

## Extension Opportunities

- Differentiation will also occur within the classroom environment to challenge and extend the more capable students. It will focus heavily on the problem solving and enrichment tasks within the years level course and incorporate concepts from the next year level course.
- Before school mathematics support
- Mathematics competitions: The Australian Mathematics Competition.
- Mathematics enrichment: The enrichment program will focus heavily on the problem solving and enrichment tasks within the current course and incorporate concepts from the next year level.



# YEAR 8 MATHEMATICS

## Students will learn about:

### SEMESTER ONE:

- Measurement
- Relational Thinking
- Algebra
- Probability and statistics
- Equations

### SEMESTER TWO:

- Equations (continued)
- Straight line graphs
- Geometry
- Exam prep
- Percentages, Ratios, Discount

## Students will develop skills in:

- Understanding, Fluency, Problem solving and Reasoning.
- An emphasis will be on developing the ability to show logical thinking through the layout of worked solutions.

## Assessment Tasks

- Topic Tests
- Practical Project
- Applied Tasks
- Examination

## Extension Opportunities

- Differentiation will also occur within the classroom environment to challenge and extend the more capable students. It will focus heavily on the problem solving and enrichment tasks within the years level course and incorporate concepts from the next year level course.
- Before school mathematics support
- Mathematics competitions: The Australian Mathematics Competition.
- Mathematics enrichment: The enrichment program will focus heavily on the problem solving and enrichment tasks within the current course and incorporate concepts from the next year level.





# YEAR 7 ELECTIVES **NUMERACY IN ACTION**

**“Action – in Jesuit education, learning leads to action. Teachers provide imaginative and engaging opportunities for pupils to try out new skills, to use new knowledge, to exercise new ways of expressing themselves, their beliefs, values and questions.”**

*(Ignatian Pedagogy An abridged version of the document on teaching and learning in a Jesuit school.)*

Year 7 Numeracy in Action is designed to apply skills and knowledge from Mathematics in new situations to solidify learning and knowledge with application.

The tasks and topics have been sequenced to pique students’ interest and engage them in rich tasks that demonstrate how numeracy skills can be applied in a variety of subject domains in practical applications in the real world.

- Students will participate in a semester of Numeracy in Action and a semester of Literacy in Action
- Each course has two course levels to support differentiation; Enrichment and At Standard. The Enrichment course is for students to stretch students beyond their year-level achievement standard. The At Standard course is designed to build capacity and confidence with concepts.
- As part of the transition process students will be placed in Numeracy and Literacy classes
- Information used for class grouping includes; reporting data, NAPLAN and PAT (class number restrictions also apply).

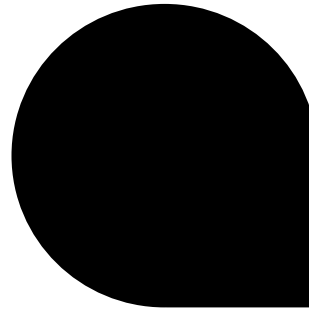
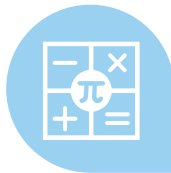


# YEAR 7 ELECTIVES **NUMERACY IN ACTION**

## NUMERACY IN ACTION

Numeracy in Action electives offer applied and extended learning in Mathematics. Students will have opportunities to apply, problem solve, think critically to use their numeracy knowledge and skills in new contexts and practical applications. The course will take the form of a project-based learning focus where students will explore challenges using problem solving, decision making and investigative skills.

- **Board game development:** Students will develop a Maths based board game that requires participants to solve or pass maths challenges in order to win. This requires students to develop questions and formulate solutions.
  - Questions analysis
  - Counting strategies
  - Tessellations
  - Patterns
  - Written question development
  - Timed question practice
- **Maths Investigations:** Challenges that demonstrate different applications of mathematics in real world examples that have application of number, scientific notation, conversion of units, graphing, data visualisations, samples and statistics.
  - Unpacking data and results
  - Use of Excel to present data and findings
  - Use of Forms to collect data

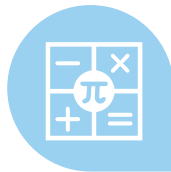


# YEAR 8 ELECTIVES **NUMERACY IN ACTION**

Numeracy in Action electives offer applied and extended learning in Mathematics. Numeracy skills intersect science and technology, through these electives students are able to engage with a variety of different problem solving scenarios and in doing so the applications of maths. The courses are not streamed, they are explicit opportunities to apply, extend and enrich students with opportunities to see mathematics in daily life, and through the practice and application their numeracy skills are deepened and enhanced. Students should select the course that peaks their interest, each course provides opportunities to practise an area of applied mathematics that is linked directly to their mathematics coursework, each course promotes engagement and relevance in maths. Students should **select one** of the following -

## Statistics (MATHS)

There are many real world applications of statistics, in this course students will use data to explain and respond to a student developed inquiry question, for example a rhythm for a genre of music, or a scientific research prompt (growth of mould, cell growth or pathogen) and then develop a series of proofs using formulas and data sets that demonstrate evidence of solutions or predictions.



## Data Science (MATHS AND SCIENCE)

Data science is like a detective game, where you use maths, science, in conjunction with analytical and computer skills to find hidden clues in a wide range of information. These clues help people make important decisions, make plans and projections. In this course students will gather all kinds of data and look for opportunities for data leveraged decisions, such as optimising manufacturing and supply chains, health care, weather predictions for agriculture and tracking physical data for athletes. Just like how technology has permeated many aspects of life at a fast rate, data is everywhere, and that's why data science as a tertiary pathway and occupation is growing at light-speed. In this course students will learn why working in data science is the coolest job of this century!



## Maths, Extending in Problem Solving (MATHS)

This course will provide students time and practice in problem solving. Each topic is linked to the core strands of Maths; Number and Algebra, Measurement and Geometry and Statistics and Probability - in each topic students explore different strategies for problem solving such as; making models, looking for patterns, substituting with simpler numbers, trial and error and working backwards.



# YEAR 8 ELECTIVES **NUMERACY IN ACTION**

## Computational Thinking (MATHS AND TECHNOLOGY)

In this course students will use a variety of technologies to apply computational thinking as a problem-solving method to solve complex problems. Through the course learning will include; logical reasoning, algorithms, decomposition, abstraction and patterns, and generalisations. Students will look at a combination of real world and abstract examples to think computationally. This course uses concepts in Digital Technologies to build upon their learnings in Statistics and Probability strand in the Mathematics curriculum. Students will also engage with the Australian Mathematics Trust Computational and Algorithmic Thinking competition.



## Rockets & Energy (SCIENCE AND TECHNOLOGY)

This elective presents an exhilarating opportunity for students to learn about the science behind rocket propulsion and the different forms of energy involved. It explores the fundamental principles of physics and engineering, as well as the chemical reactions that enable rockets to launch and travel through space. Through hands-on experiments and engaging discussions, students will dive into the exciting world of rockets. They will investigate how rockets transform chemical energy into kinetic energy, and how potential energy is used during flight. Students will make a rocket to learn the principles behind rocket design and the role that aerodynamics plays in space travel. The course will provide a practical understanding of energy conservation and transformation, highlighting its relevance to the real-world application of rocket science.



# SCIENCE

## LEARNING FOCUS

The Science curriculum focuses on blending knowledge and skills in a practical environment. Students develop a number of skills such as the identifying and using specialist equipment and following safe and testable protocols through the scientific process. The learning focus in Science is to develop inquiring minds in individuals who approach this subject as a field of discovery, and who will be capable of responding to the future needs of an ever-changing world. Students will be supported in this through teaching practices that engage them as critical thinkers. There is an emphasis on developing skills in questioning and predicting, planning and conducting experiments, as well as processing and recording observable results in a variety of meaningful formats. In processing their findings students are challenged to relate practical based observable results to theoretical information examined in class.

The Year 7 and 8 Science curriculum covers a variety of topics in the different branches including biological sciences, from cells right through to systems of the human body with dissections, to interactions between species. Physical sciences investigate the forces by building working parachutes, light and sound characteristics, as well as the various forms of energy. Studies of renewable and nonrenewable sources, and their uses, are also examined and their future implications for society. Chemical sciences investigate elements, compounds and mixtures, explore atoms at the subatomic level and analyse why they chemically combine to make new substances. Earth and space sciences explore the composition of the earth's surface, as well as predictable phenomena in relation to the Earth's position relative to the moon, other planets and the sun.



# YEAR 7 SCIENCE

## Students will learn about:

- Understanding the science labs
- Mixtures and chemical changes
- Patterns and cycles in our solar system
- Forces
- Classification of living things
- Interactions within a food web and chain

## Students will develop skills in:

- Planning and conducting scientific investigations and experiments
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations and using appropriate scientific language.

## Assessment Tasks

- Topic Tests
- Research projects
- Applied Tasks
- Practical Reports

## Extension Opportunities

- National Science Week Opportunities
- Science Talent Search competition

# YEAR 8 SCIENCE

## Students will learn about:

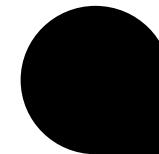
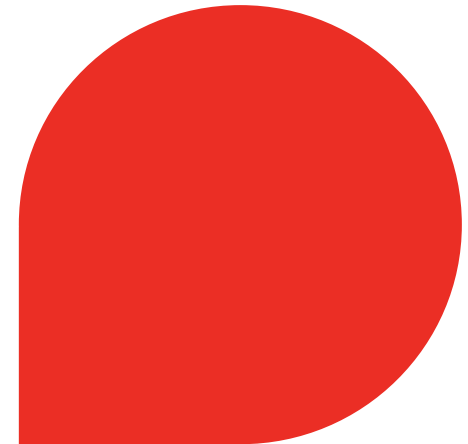
- Cells
- Types of Energy
- Atoms, compounds and mixtures
- The digestive system
- The Rock Cycle

## Students will develop skills in:

- Planning and conducting scientific investigations and experiments
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations and using appropriate scientific language.

## Assessment Tasks

- Topic Tests
- Practical Reports
- Research projects
- Examination



# HUMANITIES

## LEARNING FOCUS

Humanities incorporates the strands of History, Geography, Politics and Civics and Citizenship. Humanities is a study of human progress, how people have organised themselves into societies over time and how they have interacted with their physical environments. The subject exposes students to the world around them, how things came to be and how things are now.

The Humanities curriculum aims to ensure that students develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. The development of conceptual thinking and skills in Humanities provides a framework for deep understanding of Australian society, societies in other times and countries, local and global environments and the interaction of people within that environment. Authentic learning in Humanities is achieved through a range of activities with a focus on allowing students to be active participants in their learning. This serves not only to enhance their knowledge and skills but also to encourage a sense of empathy and an active concern for the world around them.

Critical reflection, reasoning, analysis and geospatial skills are key components in Humanities. Students utilise digital technology to enhance learning and communication.



# YEAR 7 GEOGRAPHY

## Students will learn about:

- Geographical Concepts and Skills
- Water in the World
- Place and Liveability
- A Call to Action Inquiry

## Students will develop skills in:

- Analysing maps and other geographical data to develop descriptions, explanations and conclusions that use geographical terminology.
- Identifying and explaining the importance of water as a resource.
- Describing the causes and impacts of a hydrological hazard, as well as the human responses to those impacts.
- Explaining the factors that influence the characteristics of places and their liveability.
- Evaluating the liveability of a place, using environmental, economic and social measures.

## Assessment Tasks

- Water in the World: Murray River Assignment
- Place and Liveability Fieldwork Report
- Place and Liveability Test
- A Call to Action Inquiry Assignment

# YEAR 7 HISTORY

## Students will learn about:

- Ancient Civilisations, including:
  - Australia
  - Greece
  - Rome
  - Egypt
  - China

## Students will develop skills in:

- Analysing and comparing historical sources to understand different perspectives and historical interpretations.
- Using historical sources as evidence.
- Sequencing historical events, developments and periods.
- Justifying and interpreting findings about the past.
- Identifying and evaluating patterns of continuity and change and the rise and fall of civilisations.

## Assessment Tasks

- Historical Inquiry
- Analysis and use of historical sources as evidence
- Historical writing





# YEAR 8 GEOGRAPHY

## Students will learn about:

- Geographical Concepts and Skills
- Changing Nations
- Landforms and Landscapes

## Students will develop skills in:

- Analysing maps and other geographical data to develop descriptions, explanations and conclusions that use geographical terminology.
- Explaining the causes and consequences of urbanisation.
- Explaining the reasons for and impacts of international and internal migration.
- Describing the different types of landforms and the geomorphic processes that create them.
- Describing the causes and impacts of landscape degradation.

## Assessment Tasks

- Changing Nations Test
- Landforms and Landscapes: Grampians Assignment
- Landforms and Landscapes Fieldwork Report
- Exam

# YEAR 8 HISTORY

## Students will learn about:

- The fall of the Roman Empire
- The rise of the Vikings
- Medieval Europe and Japan

## Students will develop skills in:

- Analysing and comparing historical sources to understand different perspectives and historical interpretations.
- Using historical sources as evidence.
- Sequencing historical events, developments and periods.
- Justifying and interpreting findings about the past.
- Identifying and evaluating patterns of continuity and change.

## Assessment Tasks

- Timeline
- Historical Inquiry
- Analysis and use of historical sources as evidence
- Historical writing
- Exam



# HEALTH AND PHYSICAL EDUCATION

## LEARNING FOCUS

Health and Physical Education strives to engender a passion for movement and all facets of a person's well-being. Movement is one of the intrinsic areas of learning that is coupled with the study of sociology, physiology, psychology, nutrition, and safety. Year 7 & 8 offers an experiential Health and Physical Education curriculum that is contemporary, relevant, dynamic, collaborative, and creative. Through their studies, students will be well equipped to make choices that positively impact the health and well-being of themselves and others. Through inquiry, students engage critically, interpret, analyse, critique and apply health information that considers the contextual factors impacting a person's well-being. Positive self-confidence and self-concept are foundational to lifelong physical activity. The teaching and learning of movement focus on developing competence of student's movement skills with the overarching goal of nurturing and developing their self-constructs.



# YEAR 7 HEALTH AND PHYSICAL EDUCATION

## THEORY

### Students will learn about:

- Adolescence – Change and Challenges
- Benefits of Physical Activity
- Fitness Components
- Training Principles

### Students will develop skills in:

- Investigating and selecting strategies to promote health, safety and wellbeing
- Investigating the impact of transition and change during puberty
- Investigating the benefits of respectful relationships
- Evaluating health information and expressing health concerns
- Analysing factors that influence emotional response
- Planning and using strategies and resources to enhance the health, safety and wellbeing of their communities
- Investigating movement concepts and strategies to achieve movement and fitness outcomes.

### Assessment Tasks:

- Written
- Presentation
- Test

## PRACTICAL

### Students will learn about:

- Physical Fitness
- Athletics
- Softball
- Swimming
- Tennis
- Australian Football
- Lacrosse
- Netball

### Students will develop skills in:

- Using feedback to improve body control and coordination when performing specialised movement skills
- Practicing, applying and transferring movement concepts and strategies
- Participating in physical activities that develop health-related and skill-related fitness components
- Demonstrating and explaining how the elements of effort, space, time, objects and people can enhance performance
- Participating in and investigating the cultural and historical significance of a range of physical activities
- Practicing and applying personal and social skills when undertaking a range of roles in physical activities
- Evaluating and justifying reasons for decisions and choices of action when solving movement challenges
- Modifying rules and scoring systems to allow for fair play, safety and inclusive participation.

## Assessment Tasks

- Performance and participation
- Teacher observation
- Aerobic fitness testing

## Extension Opportunities

Students' movement skills, game sense, fitness and teamwork skills can be further refined through participation in the Xavier College Sports Program, for more details see Sports Portal: <https://xaviercollege.sharepoint.com/sites/EarlyYears/SitePages/Sport/YEAR-7&8-SPORT.aspx>



# YEAR 8 HEALTH AND PHYSICAL EDUCATION

## THEORY

### Students will learn about:

- Nutrition
- Drug Education
- Harm minimisation
- Personal Safety

### Students will develop skills in:

- Investigating and selecting strategies to promote health, safety and wellbeing
- Identifying ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict
- Examining barriers to seeking support and evaluate strategies to overcome these
- Evaluating health information and expressing health concerns
- Evaluating strategies to manage personal, physical and social changes that occur as they grow older
- Justifying actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

### Assessment Tasks:

- Written
- Role play scenarios
- Test

## PRACTICAL

### Students will learn about:

- Physical Fitness
- Athletics
- Baseball
- Swimming
- Badminton
- Gaelic Football
- European Football
- Basketball

### Students will develop skills in:

- Using feedback to improve body control and coordination when performing specialised movement skills
- Practicing, applying and transferring movement concepts and strategies
- Participating in physical activities that develop health-related and skill-related fitness components
- Demonstrating and explaining how the elements of effort, space, time, objects and people can enhance performance
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# LANGUAGES

## LEARNING FOCUS

Learning a language other than English provides students with an advantageous skill to actively communicate and engage in a global context (Modern Languages) and/or to study a Classical Language and associated culture (Latin). Students learn to communicate meaningfully across linguistic and cultural systems. They develop intercultural awareness and understanding and draw meaningful comparisons to their own context. Our languages program is taught communicatively, using technology, role-play and game-based learning activities to generate enthusiasm and reinforce learning. Students also learn through independent, collaborative and inquiry-based activities.

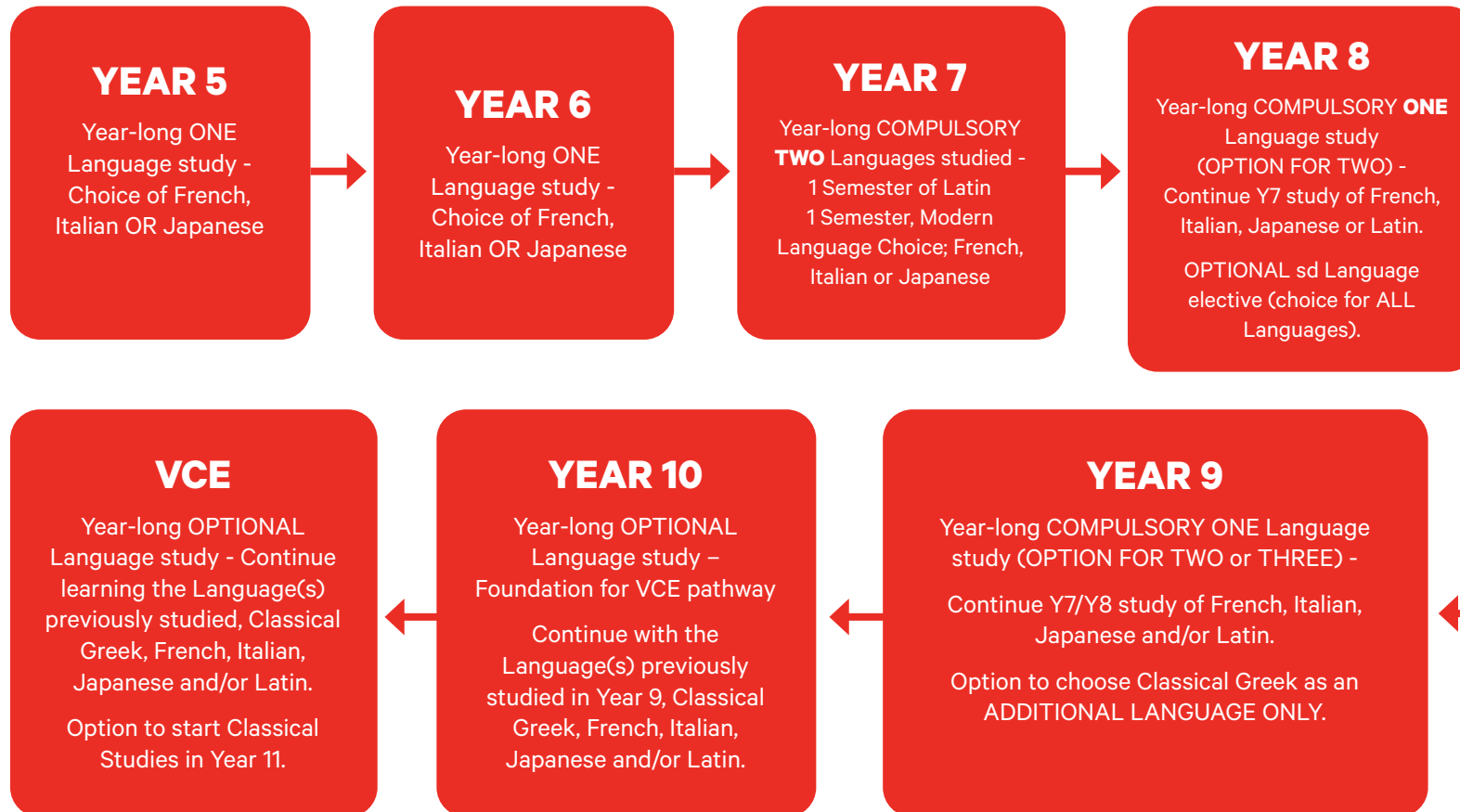
Languages is a part of the Victorian Curriculum F-10, the breadth of languages available for study demonstrates our commitment to a diverse languages program that acknowledges new language learners, proficient speakers and students who wish to specialise through to VCE.

Our contemporary world demands a particular exposure and engagement in global settings. The Languages curriculum includes the study of culture, speaking, writing, reading, listening and viewing multi-modal texts (Modern Languages). Through broadening students' capability of communication by studying languages other than English, students will better understand linguistic constructs and features such as grammar, phonetics, morphology and phonology. They will also develop their thinking and analytical skills and their intercultural awareness as well as opening doors to tertiary education and the world of work. Language and literacy are essential for all learners and are intrinsically connected, making the study of a Language other than English essential.



# YEAR 5 - 12 LANGUAGES

## LANGUAGES



# YEAR 7 LANGUAGES

**In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).**

## FRENCH

The French Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. French is one of the rare languages to be spoken today in all continents, it is the official language of the Olympic Games and many International Organisations and the language of Diplomacy and Commerce in many countries, offering many opportunities workwise. The English language contains 30% of French derived words, which makes the study of French a powerful tool for developing depth and breadth in understanding and using English. Studying French develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, French is the third highest scaled subject across all learning areas and has contributed over the years to some of the highest results in Year 12, opening many doors for students' University pathways.

### Students will learn:

- How to communicate, relate to others -greetings and introductions
- How to talk about themselves, their family and pets
- How to describe social events, including birthdays, French festivals and food scene
- How to express emotions and opinions in each topic seen
- How to compare French and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar
- Creative and critical thinking
- Reflection process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar



# YEAR 8 LANGUAGES

**In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).**

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### Students will learn:

- How to talk about daily routines, including school, home life and leisure
- How to purchase items in shops and describe people and clothes
- How to talk about holidays, including weather and exploring French towns
- How to express emotions and opinions in each topic seen
- How to compare French and Australian cultural practices in each topic seen
- How to analyse sentence structure and build more complex sentences
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar and sentence building
- Creative and critical thinking
- Analytical and reflective processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.





# YEAR 7 LANGUAGES

**In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).**

## ITALIAN

The Italian Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Italian is founded in ancient Roman society and culture and is spoken today, besides Italy, in many communities in Australia, the United States and Europe, offering opportunities workwise in a variety of fields. Studying Italian develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, Italian is a well scaled subject and, as such, can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

### Students will learn:

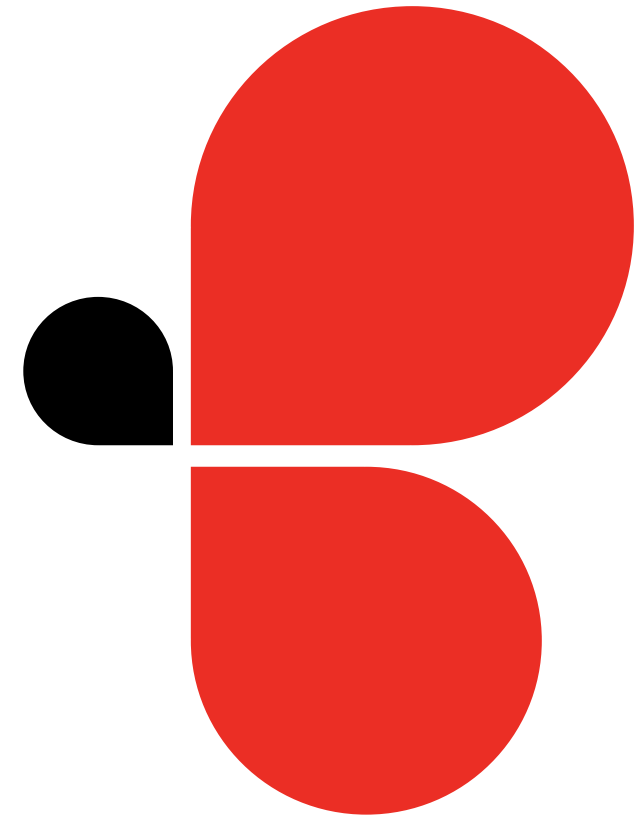
- How to communicate, relate to others -greetings and introductions
- How to talk about themselves, their family and pets
- How to describe social events, including birthdays, Italian festivals and food scene
- How to express emotions and opinions in each topic seen
- How to compare Italian and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar
- Creative and critical thinking
- Reflection process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar



# YEAR 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).

## ITALIAN

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### Students will learn:

- How to talk about daily routines, including school, home life and leisure
- How to purchase items in shops and describe people and clothes
- How to talk about holidays, including weather and exploring French towns
- How to express emotions and opinions in each topic seen
- How to compare Italian and Australian cultural practices in each topic seen
- How to analyse sentence structure and build more complex sentences
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar and sentence building
- Creative and critical thinking
- Analytical and reflective processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.



# YEAR 7 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).

## JAPANESE

The Japanese Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Japanese is a complex language based on ancient characters and founded in a remarkable society and culture where the notions of discipline and manners are an art of living. With Japan located in the Asia-Pacific Region, speaking Japanese can be an attribute workwise, particularly in Commerce. Studying Japanese develops students' thinking and analytical skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. Japanese is the fourth highest scaled subject across all learning areas and can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

### Students will learn:

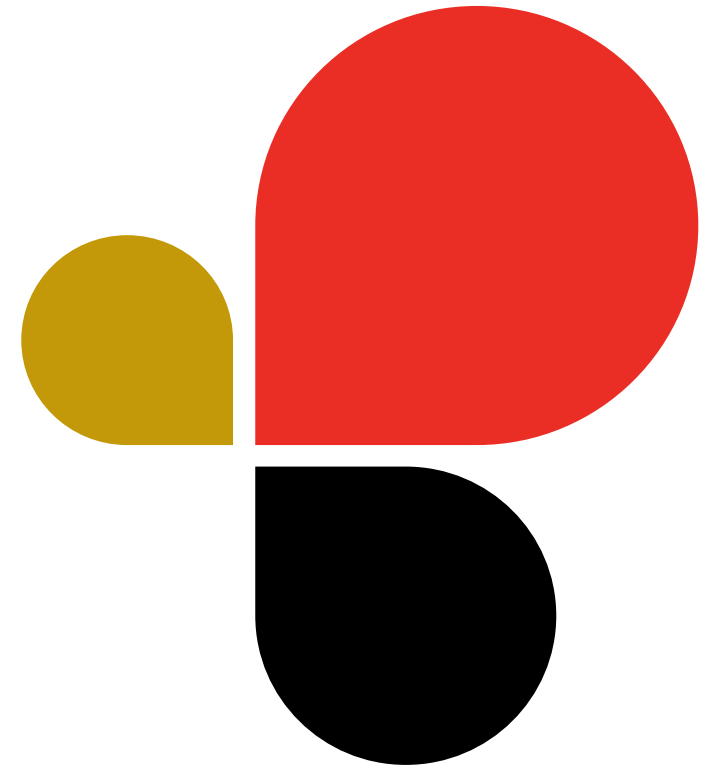
- How to develop Hiragana and Kanji characters
- How to greet others and introduce themselves
- How to talk about themselves, their family and pets
- How to describe activities and festivals
- How to compare Japanese and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Identifying and drawing characters + Grammar
- Reading, listening, speaking, writing, viewing
- Creative thinking
- Analytical processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing), Characters and Grammar
- Summative Assessments: All skills, Characters and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar



# YEAR 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).

## JAPANESE

The Japanese Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Japanese is a complex language based on ancient characters and founded in a remarkable society and culture where the notions of discipline and manners are an art of living. With Japan located in the Asia-Pacific Region, speaking Japanese can be an attribute workwise, particularly in Commerce. Studying Japanese develops students' thinking and analytical skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. Japanese is the fourth highest scaled subject across all learning areas and can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

### Students will learn:

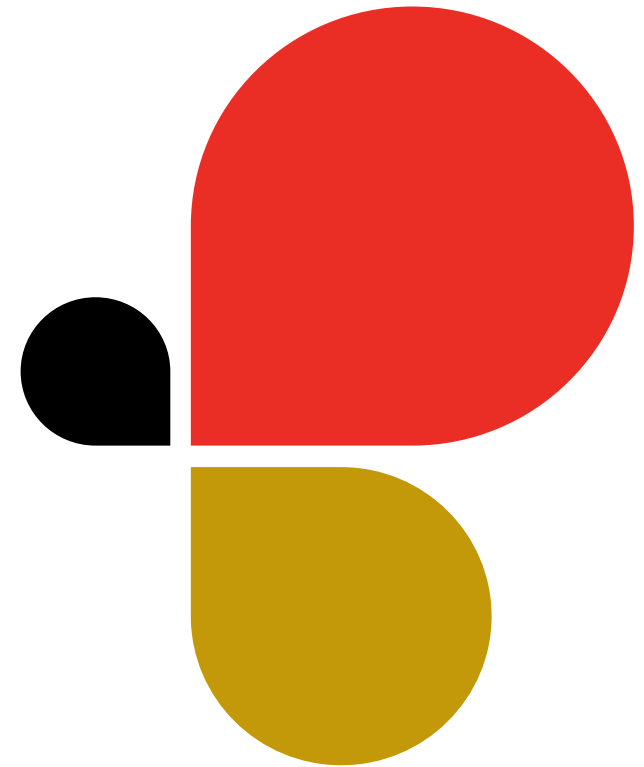
- How to develop Hiragana and Kanji characters
- How to describe daily routines, including school, home life and leisure
- How to talk about food, diet and the body
- How to talk about holidays, including seasons and Japanese seasonal events
- How to express emotions in each topic seen
- How to compare Japanese and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

### Students will develop skills in:

- Identifying and drawing characters + Grammar
- Reading, listening, speaking, writing, viewing
- Creative thinking
- Analytical process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

### Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing), Characters and Grammar
- Summative Assessments: All skills, Characters and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.



# YEAR 7&8 LANGUAGES

**In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (or Magis elective and Numeracy in Action).**

## LATIN

The Latin program at Xavier College begins in Year 7 and is continuing the Jesuit tradition of teaching the classical languages. The value of Latin is not restricted to a knowledge of the language alone. Latin provides a strong foundation for English vocabulary and grammar and is a subject that can play an important part in the cognitive and character development of young adolescents. It encourages attention to detail, diligence, and perseverance; trains the use of memory; develops the ability to analyse, deduce, and problem solve (thinking skills which students can usefully apply to their other subjects); and is extremely valuable in teaching close concentration and the discipline of real intellectual effort. Latin is also one of the highest-scaled VCE subjects. The performance of Xavier students in VCE Latin has often been a decisive factor in securing their admission to some of the more highly selective tertiary courses.

### Students will learn:

- How to identify English words derived from Latin
- How to use grammatical concepts in sentence context and structure
- How to analyse Greek and Roman mythology
- How to explore the history of ancient Rome
- How to understand the Trojan War

### Students will develop skills in:

- Writing in Latin
- Translating Latin texts
- Analysing Latin texts
- Abstract thinking
- Strategic thinking

### Assessment Tasks

- Formative Assessments: Grammar Tables – Translation – English to Latin
- Summative Assessments: Grammar Tables – Translation – English to Latin
- Examinations: Grammar Tables – Translation – Content Analysis or comprehension – Grammar Analysis (Y8 only)



# YEAR 8 LANGUAGES AND INTERNATIONALISM

Language is essential to both literacy and culture. This course builds students literacy and language capability by using a cultural lens for subject matter and topics. Teaching in the course is practical, students will use a variety of resources that are multi-modal and cover; viewing, writing, speaking, listening, reading and grammar.

The aim of this course is to create an understanding of the links between Languages and Internationalism and the ways in which they interrelate in our multicultural society and historically. The course also emphasises how languages contribute to defining personal and cultural identities. Being an essential component of international and personal relations, Languages are at the centre of our cultural and historical exploration of the global world we live in and thus central to the course.

## The course will address four main areas:

### 1. Ideas Across Languages and Cultures

We explore Languages like a science as a linguist would do. There is a focus on etymology - how we can find the origin of English words in the French, Latin and Italian Languages.

**RELEVANCE:** students will be able to apply this knowledge in subjects like Mathematics, Science, English and Humanities, where many root words have linkages to the above Languages.

### 2. Language structure and use

We explore the functions and organisation of words in context, including parts of speech, sentence structure and phonological features.

**RELEVANCE:** learning about phonics and language structure supports reading, writing and speaking.

### 3. Maintenance and creation of Languages

We explore how Indigenous Languages are maintained and how new Languages have been created, such as Esperanto, with the opportunity for learners to experiment with creating their own new language.

**RELEVANCE:** learning about Indigenous languages will help understand Indigenous connection to Country and demonstrate how language systems can differ based on location.

### 4. Visual Language and Culture

We explore cartoons, comics and graphic novels, including Belgo-French and Italian comics and manga. There is a focus on analysing the cultural context of the narrative and interpreting visual clues.

**RELEVANCE:** visual texts are multi-modal, they support students' learning of interpretative and intercultural skills.

## Learning will be assessed in a variety of ways:

- Project-Based-Learning
- Individual and small group investigations on specific topics with written and oral components.
- Formative and Summative Assessments
- Written assessments and completion of workbooks related to topics for regular feedback
- Mid-Year and End-of-Year Examinations

## Learning Languages:

- Extends literacy repertoires and the capacity to communicate
- Strengthens understandings of the nature of language, of culture, and of the processes of communication
- Develops intercultural capabilities, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understandings of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.



# ARTS

## LEARNING FOCUS

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts, students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, considering different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society.

Art and Drama are semesterised in Year 7 & 8, students study each across a year. Excursions to galleries, performances and art viewing are an important element of learning the Arts, the excursion opportunities may differ for students semester to semester, and in turn some learning experiences will adapt to reference the excursion experiences.



# YEAR 7 ART

## Students will learn about:

### Printmaking practices

Exploration of inspiration to develop an artwork using digital planning methods. Development of technical skill using traditional printing processes and experimentation with materials and techniques.

### Art influences and inspiration

Conceptual development of an artwork in response to research of historical processes, cultural influences and sustainability. Documentation of personal art making in a visual journal using critical and creative thinking.

### Art interpretation

Responding to Art by identifying, describing and explaining how ideas and viewpoints are expressed using visual language. Comparison of artworks from different cultures and periods in history with their own art making.

## Students will develop skills in:

- Critical and creative thinking
- Research and Investigation
- Problem solving
- Independent learning
- Art processes: metalworking, printmaking and drawing
- Conceptual development of artworks
- Manual planning methods
- Documentation of art practices
- Visual analysis
- Interpretation of subject matter
- Use of art terminology

## Assessment Tasks

- Folio: Printmaking
- Folio: Body Adornment
- Assignment: Art Interpretation

## Extension opportunities

There will be opportunities for students to exhibit their artworks beyond the school.

Art Club operates weekly and is open to all students interested in extending their creative interests.





# YEAR 8 ART

## Students will learn about:

### Creating artworks for an exhibition

Engagement in a creative process, inquiring, conceptualising, planning and presenting a piece of authentic sculptural art for an exhibition. The artwork will be inspired by personal motifs that draw inspiration from First Nations art and contemporary sculpture.

### Art with a voice

Development and presentation of artworks that respond to needs in a society through consideration of audience experiences. Communication of ideas to raise awareness of social justice, advocate for individuals and challenge some of the biggest issues of our time.

### Art analysis

Analysis of the communication of ideas and meaning in artworks through the interpretation of visual language.

## Students will develop skills in:

- Critical and creative thinking
- Research and investigation
- Problem solving
- Independent learning
- Art processes: drawing, painting and sculpture
- Responding to themes
- Conceptual development of artworks
- Digital planning methods
- Documentation of art practices
- Presenting artworks for exhibition
- Visual analysis
- Interpretation of ideas and meanings
- Use of art terminology

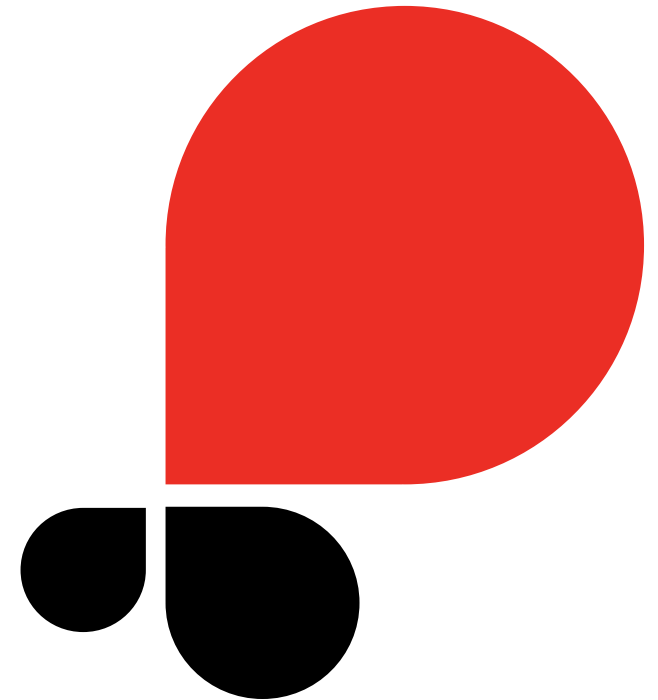
## Assessment Tasks

- Folio: Social Justice
- Folio: Sculpture
- Art Analysis

## Extension opportunities

There will be opportunities for students to exhibit their artworks beyond the school.

Art Club operates weekly and is open to all students interested in extending their creative interests.



# YEAR 7 DRAMA

## Students will learn about:

- **Physical Theatre:** spatial and kinaesthetic awareness, non-naturalism, movement, symbolism and stagecraft including set, sound, and lighting.
- **Characterisation:** roleplay, improvisation, exaggeration, character profiling & backstories and stagecraft including costume, make up and props
- **Storytelling:** memory recall, interpretation, cultural awareness, language and rhymes
- **Comedy:** styles, censorship, culture, identity, stereotypes
- **Performance:** Expressive skills, focus, energy, projection, actor-audience relationship
- **Performance Analysis:** Interpretation, critical reflection, use of dramatic terminology

## Students will develop skills in:

- Expression
- Vocal articulation and annunciation
- Public speaking
- Movement
- Spatial awareness
- Communication
- Creativity
- Problem solving
- Listening
- Confidence
- Collaboration
- Performance
- Performance interpretation and analysis

## Assessment Tasks

- Technique and practices
- Performances in class
- Written investigation and response to dramatic Art

## Extension Opportunities

- Students can participate in co-curricular Drama productions. They go through the audition process, rehearse after school and on weekends and have evening and matinee performances. They also can work as part of the stage crew, on costumes or with makeup, providing a full Drama experience.
- Drama Club operates at lunch-time and is open to all students interested in participating in drama games and musical theatre



# YEAR 8 DRAMA

## Students will learn about:

- **Dramatic Tension & Suspense:** Performance structures, dramatic elements; mood, atmosphere and stagecraft including sound, and lighting.
- **Documentary Drama:** Dramaturgy, verbatim theatre, historical timelines & contexts, script writing and stagecraft including costume, props, sound and digital scenery.
- **Improvisation & Theatresports:** Quick thinking, automatic response, action & reaction, time assessed problem solving, collaboration, leadership, team-work.
- **Monologue:** Script analysis and interpretation, character motivation & purpose, techniques for learning lines, directing and stagecraft including costume, props & make up.
- **Performance:** Expressive skills, focus, energy, projection, actor-audience relationship.
- **Performance Analysis:** Interpretation, critical reflection, use of dramatic terminology.

## Students will develop skills in:

- Expression
- Script writing
- Public speaking
- Dramaturgy
- Improvisation
- Leadership
- Memorising script
- Directing action for stage
- Communication
- Creativity
- Problem solving
- Confidence
- Collaboration
- Performance
- Performance interpretation and analysis

## Assessment Tasks

- Technique and practices
- Performances in class
- Written investigation and response to dramatic Art

## Extension Opportunities

- Students can participate in co-curricular Drama productions. They go through the audition process, rehearse after school and on weekends and have evening and matinee performances. They also can work as part of the stage crew, on costumes or with makeup, providing a full Drama experience.
- Drama Club operates at lunch-time and is open to all students interested in participating in drama games and musical theatre



# MUSIC

## LEARNING FOCUS

The learning focus of Music in Year 7 & 8 surrounds learning by doing. This principle involves students learning as artists, audience members, performers and composers. There are four main focal points in the course including: exploring and expressing ideas, music making, presentation and performance, responding and interpretation. Music exists distinctively in every culture and is a basic expression of the human experience. Student participation in music fosters understanding of various times, places, cultures and contexts. Through continuous and sequential music learning, students listen, analyse, compose and perform with increasing depth and complexity. Research shows that music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. As such, when students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. This is in line with the values of Ignatian Pedagogical Paradigms and cura personalis: Experience, Reflection, Action and Evaluation.



# YEAR 7 MUSIC

## Students will learn about:

- Musicianship and Music Theory
- Music in Film
- Rhythm and Percussion skills

## Students will develop skills in:

- **Performance:** Solo and ensemble performance through singing, movement and the use of pitched and unpitched percussion.
- **Composition:** Developing and using their knowledge of the elements of music to compose a soundtrack to a given film clip.
- **Rhythm:** Recognising and implementing rhythmic elements
- **Melody:** Recognising and implementing melodic elements using solfa
- **Music Analysis:** Analysing a given piece of music using the elements of music (rhythm, melody, tempo, dynamics).

## Assessment Tasks

- Performance
- Composition
- Theory tests
- Aural tests

## Extension Opportunities

- Co-curricular Instrumental Music Program
- Ensemble program
- External concerts and competitions

# YEAR 8 MUSIC

## Students will learn about:

- Rock and Roll
- Game Composer – Exploring music in video games
- Composition Techniques – Transition, Repetition and Contrast

## Students will develop skills in:

- **Performance:** Solo and/or ensemble performances.
- **Composition:** Composing an original piece of music that includes creating ostinatos and melodies.
- **Rhythm:** Recognising and implementing rhythmic elements
- **Melody:** Recognising and implementing melodic elements
- **Music Analysis:** Analysing a given piece of music using the elements of music (rhythm, melody, timbre, tempo, dynamics, expressive techniques and structure).

## Assessment Tasks

- Performances
- Aural tests
- Composition
- Music analysis
- Oral presentation



# COMMERCE & ENTERPRISE

## LEARNING FOCUS

Commerce and Enterprise incorporates the Victorian Curriculum strands for the Economics and Business curriculum. The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. This will assist them to understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.



# YEAR 7 ELECTIVES **COMMERCE & ENTERPRISE**

Students should **select one** of the following -

## PERSONAL FINANCIAL MANAGEMENT

### Students will learn about:

- Banking
- Careers
- Property
- Budgeting
- Insurance
- Investing

### Students will develop skills in:

- Opening and managing a bank account and choosing between credit cards
- Building a curriculum vitae for a job application
- Purchasing property and learning about tenancy agreements, rights and responsibilities
- Budgeting for rent and expenses
- Managing risk through insurance
- Investing in companies



## ENTREPRENEURIAL BEHAVIOURS AND CAPABILITIES

### Students will learn about:

- Entrepreneurship and its significance in the modern world
- Characteristics of successful entrepreneurs
- Enterprising behaviours of successful entrepreneurs

### Students will develop skills in:

- Investigating the nature of enterprising behaviours and capabilities
- Researching real-life examples of successful entrepreneurs, businesses and their impact on society
- Exploring how individuals and businesses can leverage these skills to drive innovation and growth
- Analysing case studies of companies that foster a culture of entrepreneurship in the workplace
- Investigating the various ways businesses produce and distribute goods and services
- Developing a business plan



# YEAR 8 ELECTIVES **COMMERCE & ENTERPRISE**

Students should **select one** of the following -

## AUSTRALIA AND THE GLOBAL ECONOMY

### Students will learn about:

- Economic fundamental concepts
- Consumer-producer interactions
- Government influence on markets
- Economic growth
- Living standards
- Inflation
- Unemployment

### Students will develop skills in:

- Understanding the concepts of needs and wants, opportunity cost and resource utilisation
- Identifying different participants and their roles in an economy
- Calculating of economic indicators
- Understanding and analysing economic indicators
- Understanding the need for economic activities
- Identifying relationship between economic activities and living standards
- Evaluating pros and cons of economic decisions
- Presenting researched information



## LIVING STANDARDS AND COMPETITIVE ADVANTAGE

### Students will learn about:

- Australia's role as a trading nation in Asia and the global economy
- Gross Domestic Product growth rate
- Unemployment rates
- Inflation and how it is measured through the Consumer Price Index (CPI)
- How Australia's economic performance can be evaluated against these measures

### Students will develop skills in:

- Understanding the concept of trade, economy and global market.
- Understand and analyse key economic performance indicators such as: GDP, Inflation and unemployment.
- Research and compare living standards in different nations
- Analyse case studies of successful innovations and entrepreneurs.
- Presenting researched information

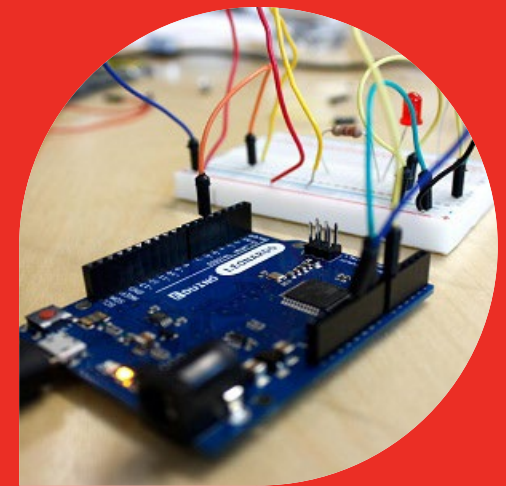




# TECHNOLOGIES AND INNOVATION

## LEARNING FOCUS

In Digital Technologies students will be challenged to become innovators. They will develop skills to assist in the integration of technologies across all areas of the curriculum. Through the use of specialist programs, this subject aims to empower students to create digital solutions to real world problems. Students will explore augmented reality, apply green screens, web design, create interactive programmed storyboards and edit and enhance video through digital means. Digital Technologies will help the students to develop design and computational thinking, collaborative and individual learning skills. Students' computer programming skills will develop through the exploration and application of key coding concepts when creating digital solutions. Ethical, legal and safety issues surrounding information systems are embedded across the subject area.



# YEAR 7 ELECTIVES **TECHNOLOGIES AND INNOVATION**

Students should **select one** of the following -

## DIGITAL TECHNOLOGIES – CODING

Students will explore the basics of coding utilising a microprocessor to visualise the results. This elective assumes no prior programming skills, the projects and tasks enable stretch independence and extension. The course will cover;

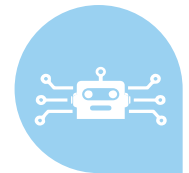
- Programming a microcontroller
- Basic overview of programming languages
- The appropriate and ethical use of artificial intelligence for computing



## DIGITAL TECHNOLOGIES – ROBOTICS

Students will explore the world of fixed arm robotics, programming for pick and place operations, sorting operations, change end actuators for different tasks. This elective assumes little to no knowledge of robotics and programming. The course will cover;

- Basic overview of robot types
- The different coordinate systems used to describe the position of an object
- Programming a robotic arm to simulate an industrial environment of sorting, assembly
- Using a combination of robotic arm and conveyor in an integrated system
- Learning how a robotic arm with different end actuators can perform different tasks from 'handwriting' through to 3D printing



# YEAR 8 ELECTIVES **TECHNOLOGIES AND INNOVATION**

Students should **select one** of the following -

## Electrotechnologies

Students explore the world of electrotechnologies through the practical approach of assembling different circuits integrated with peripheral actuators. This elective assumes little to no knowledge of electrotechnologies, students are taught about circuit components, how to assemble circuits and how to solder. Simple skills build across the semester in smaller tasks while they build confidence in practical work, they have the option of extension through the building of more complex projects.



## Mechanical Engineering

In this practical course, students will explore the use of different materials and workflows for producing parts and assembling mechanical systems. They will be exposed to a simple design process to take a concept to production in materials such as timber and plastic. This elective assumes little to no prior knowledge of working with practical materials or the design process. There is a focus on learning basic construction skills in operating tools and machinery safely, students will employ a combination of traditional hand skills as well as general machinery and manufacturing technologies such as laser cutter.



## Product Design, Outreach and Community programme

In this subject, students create products and devices for use in under-privileged schools or community groups. Using a variety of technologies and materials and working from a design brief, students will design and build the device, meeting all constraints including applicable health and safety requirements suitable for the end user. As a part of the development process, students will create appropriate user documentation. At the end of the semester, the products will be donated to the school or community group. This programme works in conjunction with Religious Education and Faith and Service to identify needs and opportunities, examples can include recycling programs, circular economy opportunities and producing products for charity fundraising.



# MAGIS

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## LEARNING FOCUS

“Magis” is a Latin term that means “more” or “greater.” In this context, Magis refers to the philosophy of doing more for Christ and for others. It embodies the idea of striving for excellence, pushing beyond the minimum requirements, and seeking to give one’s best effort in service and love.

The concept of Magis encourages individuals to continually seek ways to improve and deepen their relationship with God, to be more generous in their service to others, and to pursue personal and spiritual growth. It is about finding ways to enhance the impact of one’s actions and to make a greater difference in the world.

Our Magis electives are interdisciplinary, they connect subject content with greater world themes, service, technology implications and historical stories while stretching students to apply and extend their knowledge and learning from their core subjects in new ways.



# YEAR 8 ELECTIVES **MAGIS**

In the selection process, students are encouraged to choose three courses they find interesting, intriguing, what captures their interest and, think about which content areas they would like to study more of. Their Magis elective for 2024 will be one of the three selected. Classes are created based on the students' elective preferences, which could lead to differing demands, resulting in subject running multiple times or potentially being offered only once, or not at all.

The Magis elective is not run in Tutor class groups. This allows the students to learn from a wider range of students, maximising their overall development.

## **Writing the Future: Ai Adventures in SciFi (ENGLISH AND TECHNOLOGY)**

This writing elective delves into the captivating world of SciFi literature while exploring the cutting-edge realm of AI technology for creative writing. Students will analyse classic and contemporary SciFi works, exploring themes of humanity and the impact of advanced technology.

Ai Adventures empowers students to envision the future responsibly, becoming informed digital citizens in the AI era. Through collaboration with AI, they'll hone their writing skills, adapting language to different contexts. Discussions on digital citizenship and responsible technology usage will address ethical AI dilemmas, such as copyright and intellectual property rights. Students will engage in individual and collaborative writing tasks, applying SciFi elements and ethical AI use to create imaginative stories, aligning with VCAA's Literacy, Literature and Language capabilities.

This unit positions students as proficient writers, critical thinkers, and responsible Ai users. They will embrace the art of storytelling and thrive in the dynamic digital landscape.



## **Wanderers: Stories of Global Interconnection (ENGLISH AND HUMANITIES)**

In this Literature elective students explore the profound relationship between humanity and its interconnectedness with place and space, transcending temporal and geographical boundaries through stories and literature. Wanderers fosters critical reading and interpretation through analysing diverse narrative styles and voices. The unit delves into global themes of interconnection, belonging, and cross-cultural communication. Students examine how historical and social contexts shape literature, exploring narratives across different time periods and regions. Students respond to ideas and issues of place and interconnection through creative and analytical writing. The unit promotes critical thinking by reflecting on how physical locations and environments impact identities and interactions. By weaving diverse narrative voices with global themes, this elective provides a transformative and enriching experience, fostering thoughtful global citizens who embrace diverse perspectives.



## **Dance (DRAMA AND PHYSICAL EDUCATION)**

This elective is focused on developing physical skills, coordination, fitness, and rhythmic and expressive movement through a range of dance styles including hip-hop, street dance, contemporary dance, ballet and musical theatre.

Students will learn basic dance vocabulary and develop technical skills that will increase their core strength, flexibility, fast footwork and agility. The boys will view the work of professional dance ensembles and companies to inspire their own dance style, compositions and choreography. Students will select music to choreograph and explore the interpretation of lyrics through movement. The boys will present an ensemble performance piece for an audience at the end of the semester.



# YEAR 8 ELECTIVES **MAGIS**

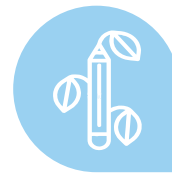
## Digital Art and Design (ART, VISUAL COMMUNICATION AND DESIGN AND TECHNOLOGY)

This elective is focused on experimentation with the creation of digital content across a range of disciplines. Students will combine traditional and contemporary art and design methods to create immersive artworks. This involves digital illustration, photography, editing and animation. Students will consider innovations in art and design to inform the implementation of design thinking strategies for individual projects. Stimulus tasks will draw from creative industry-based experiences and personal interests which may include participation in exhibitions, performances and/or workshops.



## The Art of Science (ART, MEDIA AND SCIENCE - BIOLOGY)

This elective offers a unique blend of art and science. Inviting students to explore the intersection of digital technology in art, and its links to biology, using technology. The fusion of biology with digital art opens a world of possibilities, allowing students to represent, model, and interpret biological phenomena through creative digital media. By employing visual languages, students will create interactive digital artworks that reflect biological processes such as cell division, patterns in nature, evolution, or human anatomy. The course cultivates an understanding of biological sciences while also developing crucial digital design thinking skills, demonstrating the interdisciplinary nature of modern learning.



## Chaos, Murder and Mayhem in Victoria (HISTORY)

Students will explore some of the little-known parts of Victoria's history and discover some of the wild and surprising moments that are easily overlooked. Students will discover how, after having maintained and nurtured this environment for countless generations, Victoria's Indigenous peoples experienced two significant experiences of chaos: the land rush and the gold rush. These social, cultural and environmental revolutions created a sustained period of upheaval that was experienced by Indigenous and European people in different ways. Students will also investigate some of the consequences of these revolutions, including the emergence of the Kelly Gang. Students will then explore a couple of more recent episodes of mayhem in Melbourne: the 1917 Food Riots and the Police Strike in 1923.



## Managing and Planning Australia's Urban Future (GEOGRAPHY AND DESIGN)

Students will complete an investigation into the current issues around urbanisation, cementing their understanding from their core humanities studies. They will learn about the impacts of urbanisation, specifically focusing on the urban heat island effect and urban sprawl within Melbourne. Using Melbourne 2030 as a guide, the students will learn about how to manage urban populations and will also create a plan about how to sustainably manage our growing urban population. They will investigate the methods of decentralising urban centres, 20-minute neighbourhoods and walkable neighbourhoods. Students will also design their own city with these methods in mind, referring to environmentally sustainable design concepts.



## Australian Landforms and Landscapes (GEOGRAPHY)

Students will complete an in depth study into the different landforms that make up Australian landscapes. They will learn about the geological processes that created Uluru and Kata Tjuta in the Northern Territory, the Kimberleys in Western Australia, the Great Barrier Reef in Queensland, and the Great Dividing Range in Victoria, New South Wales and Queensland. They will also learn about the importance of these landforms to the Indigenous people of those regions and the Indigenous stories behind the formation of them. Students will then learn about the current impacts people are having on these environments and some of the local and state responses to protecting the environments.



## Democracy, Justice and Law (CIVICS)

Students will start by learning about the Australian government, our democracy, and the Australian Constitution. They will learn about how the constitution was created and how it can be changed. Students will then learn about active participation and referendums, drawing on the recent voice to parliament referendum. Following this, students will learn about Australia's legal system, common law in Australia and Australia's court system before completing a more complex investigation into civil and criminal law. Students will complete excursions to Victoria's parliament and courts to contextualise their learning in action.



# YEAR 8 ELECTIVES **MAGIS**

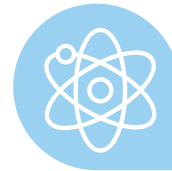
## Psychology (SCIENCE)

In this course, students will have the chance to conduct research relating to the impact of technology on human psychology, they will look at this through both a positive and negative lens using prompts such as; frontiers of research and developments involving the human brain and consciousness such as understanding consciousness and perception and recording memories and dreams, and, the negative impact of technology on human psychology such as the effects of internet usage on the brain, gaming addictions from a biological, psychological, social causation. Across the course they will focus on how research is done in a psychological context, and students will learn how analyse raw data and present it to an audience. They then create, carry out and evaluate their own piece of research in the school. This will be the culmination of their learning and will combine all the research and theory skills they have developed throughout the course.



## Faith & Science (RELIGION AND SCIENCE)

This course will develop students' analytical, writing and discussion skills. It will also provide opportunities for students to reflect on their personal beliefs and deepen their understanding of the interplay between faith and reason. The driving question for this course is whether faith and science are compatible. Students will explore topics such as: Faith and reason, Christian contributions to Science, Creation and the Big Bang Theory, Explaining the Mysteries of the Universe, Intelligent Design and Evolution and Ethics in science. Activities will draw on a range of resources including Saint Pope John Paul II's encyclical 'Fides et Ratio'.



## Care of our Common Home (RELIGION AND SUSTAINABILITY)

This course will offer students an opportunity to examine and explore the important areas of sustainability and stewardship. Students will have an opportunity to draw on Scripture and Catholic Social Teaching principles to consider how we might be better stewards of the Earth and all creation – the environment and the people. Students will be challenged to develop a practical response to an environmental issue and justify it from a Catholic perspective. This course hopes to build students' knowledge as global citizens and unpack themes from Pope Francis' encyclical 'Laudato Si: On the Care of Our Common Home'. There will be important links to the consideration of the Sustainable Development Goals and the Paris Climate Agreement.





## **Sonic Innovators (MUSIC AND TECHNOLOGY)**

Sonic Innovators focuses on creating and performing music using a computer. Using the software Ableton Live and a MIDI keyboard or Launchpad, students will turn their computer into an instrument where they can trigger and loop sounds, notes, phrases and beats for live performance. Using loops, students learn basic music production techniques to create songs in a modern style. Students also learn some simple digital DJing techniques to smoothly present a set of songs. This elective extends on the music technology covered in the Major Study Music classes and can lead into the Year 9 & 10 and VET Music Industry classes but is not a requirement.



## **Jazz Cats (MUSIC)**

This elective will focus on the history and development of Jazz Music and its influence on modern music. There will be a practical focus to the subject where students will learn to play in a range of styles of Jazz and develop their creativity and self-expression through improvisation. This elective would lead into Yr. 9 & 10 and VCE Music Performance classes and support the learning that happens in the Jazz Ensemble program.



# LIBRARY SERVICES

## LEARNING FOCUS

The library plays a significant role in the education of students. Xavier College Libraries aim to create and support an innovative learning environment where we inspire and empower our students to become lifelong learners. Our extensive fiction and non-fiction collection has been developed to appeal to the likes and developmental needs of students aged 11-14.

Our Libraries aspire to:

1. Develop Information Literacy Skills: locate, manage, and use information
2. Improve Literacy and encourage a **Love of Literature**

## INFORMATION LITERACY SKILLS

Information literacy is the ability to find, analyse and ethically use information for a given purpose, in a variety of formats. Information skills are embedded across the school curriculum and explicitly taught through our teaching and learning programs.

Teacher Librarians work with subject faculties to teach information literacy skills within the context of their teaching programs.

Sometimes, these skills are taught in library lessons and other times within a team-teaching classroom environment. Information literacy skills that we explore are:

- Effective use of library resources: searching the catalogue, borrowing, using eBooks and audiobooks, exploring online databases, and referencing tools
- Search techniques using print resources: finding fiction and non-fiction books, Dewey decimal system, understanding contents pages
- Search techniques using online resources: evaluating websites for accuracy, bias, and content
- Copyright basics and awareness of plagiarism policies
- Research and planning sessions

## THE LOVE OF LITERATURE

Fluency in reading is a critical skill that students require to achieve academic success. Apart from the mechanics of learning to read, it is important for students to keep reading throughout their school life and beyond. Many studies have shown that students who read for pleasure perform significantly better at school. At Xavier College, our **RED15** initiative encourages students to Read Every Day for at least 15 minutes. Reading not only supports students' education, but it allows them to develop empathy and be introduced to different perspectives.

Our Teacher Librarians encourage students to make reading a priority and promote a range of literature for students to explore. The library plays a significant role in the education of our students.

## ADDITIONAL SERVICES AND EVENTS:

- Literary events to inspire interest in reading and writing, such as the **Your Voice** initiative in collaboration with Loreto Toorak
- The Magis Scholars program that is run by **Old Xaverian** students who work to provide tutor support after school
- Regular visits from local authors and illustrators
- Literature Clubs

**Our Xavier College libraries are open to all students:**

### Burke Hall Library Opening Hours

Monday – Friday: 8:15am – 3:30pm

### Senior Campus Opening Hours

Monday – Thursday: 8:00am – 8:00pm  
Friday: 8:00am – 6:00pm



## Our Intent

At Xavier, we aspire to form **exceptional graduates** through **inspiring learning** experiences and our distinct **Jesuit character**.

## Our Pillars

Our Intent is developed through seven Pillars:

- 1 Our **Jesuit Identity**
- 2 Our **Inspiring Learning**
- 3 Our **Student Life**
- 4 Our **Xavier Family**
- 5 Our **Professional Expertise**
- 6 Our **Operational Excellence**
- 7 Our **Global Engagement**

Each have core Values and Priorities that direct and drive our ongoing actions.

## Our Graduates

Our students are at the heart of all we do.

Through their Xavier journey, we strive to form exceptional Xavier graduates who are:

**A**uthentic by their integrity, inquiry, reflection and conscience

**S**piritual through faith, hope and love

**P**ositive in their action, their diverse intelligence and competence, their leadership and accomplishment

**I**nspiring, courageous and committed in making a difference in the world

**R**esilient, embracing vulnerability and diversity and thriving on challenge and adversity

**E**mpathetic, compassionate, with generous hearts, who value community and act for and with others

