

Curriculum Handbook

2021

Year 7



Gandel Campus:
87-89 Station Street
Burwood Vic 3125
Ph: 9834 0000
Fax: 9834 0001

**Scopus
Values**



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

This handbook provides an overview of the philosophy and practice of the curriculum in the Secondary School at Mount Scopus Memorial College. It aims to be of particular interest to parents and guardians, but is also vital to students in that it contains information about all of the courses open to them from Years 7 to 9.

Contents

Curriculum Policy	2
The Australian Curriculum	3
The Middle Years Programme MYP	3
Organisation of Curriculum	5
A Summary of Course Options: Years 7 – 9	5
Curriculum (Years 7 – 9) 2021	6
Processes of Curriculum Review and Renewal	7
Assessment and Reporting Policy	8
Work Completion and Homework Policy	10
Susie and Norman Rockman Library	12
English	15
English as an Additional Language (EAL) Years 7 – 9	17
Hebrew	18
Humanities	21
Jewish Studies	22
Mathematics	24
The Mechanech Program	26
Performing Arts	27
Physical Education	30
Design and Technology	32
Science MYP Programme	34
Science	36
Visual Arts	38
Subject Descriptions Year 7	41

Because of the dynamic nature of any healthy curriculum, some of the details may change before the start of the 2021 school year. Enquiries about changes in Year 7 should be referred to Mrs Sharon Stocker, Deputy Principal, Secondary School.

Curriculum Policy

The Curriculum at Mount Scopus Memorial College is constantly under review, revision and restructure at all year levels in response to important developments both within and outside the school community.

A Comprehensive Curriculum

Mount Scopus is an authorised International Baccalaureate World School offering the IB Middle Years Programme (MYP). The MYP places emphasis on learning in global contexts and all students have access to the broadest possible range of subjects, including the Visual Arts, Performing Arts, Business Studies, English, Languages other than English, Humanities, Mathematics, Science, Design and Technologies, Physical and Personal Development. The Mount Scopus Curriculum is organised around a common core of studies in the early years, with a provision for increasing choice and flexibility as students mature. In Year 8, students have the choice of French in addition to Hebrew. In Year 9, in addition to taking a common core of studies, students have a very wide choice of electives. The Achshav Initiative Program which broadens the Year 9 curriculum is described in full in the Year 9 Curriculum Handbook.

Jewish Studies

Jewish Studies at Mount Scopus gives the school its distinctive character. A serious encounter with the main disciplines of Jewish Studies, including: Hebrew Language and Literature, Tanach, Jewish History, Israel Studies and Toshba (the Oral Tradition), is crucial for the fulfilment of the School's aims as a Jewish school. The College's Mission Statement is to 'promote excellence in learning and ... provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enables each student to make an informed choice as to the meaning of their Jewish identity.' The School's philosophy and practice reflect the belief of the Jewish tradition that learning is an overriding priority for a full Jewish life and is necessary for students to arrive at their own understanding of their Jewish identity in the modern world.

The Jewish Studies Faculty is committed to engaging students, fostering a love of Judaism and creating a sense of belonging within the community for each student, with an emphasis on respect and care for others. The School's philosophy and practice is driven by the importance of developing a positive sense of Jewish identity with the vision to imbue within students a desire to further their Jewish learning. Learning is an overriding priority and students are encouraged to deepen their understanding and appreciation of the diversity, riches and complexities of Jewish history, traditions, core beliefs and practices. The approach to Jewish Studies is to empower students to be active members of the community. Jewish education must be both relevant and practical with a respect for past and present.

The Jewish Studies Faculty reflects the approach of other disciplines in pursuing high academic standards while taking into account individual needs. Approaching traditional Jewish study in a modern way relies on using a wide range of resources and creating a wide variety of experiences to engage and extend students. Much thought and effort is invested in developing a Jewish Studies curriculum which is dynamic, up to date with technology, demonstrating best teaching practices tailored to the needs of the students.

Provision is also made for students' special needs and interests through electives as well as provision for tutorial assistance and accelerated learning opportunities. Jewish education is an essential part of students' development throughout the College with a variety of specialist Jewish Studies options for students at the senior level.

The formal curriculum is supplemented by a strong informal Jewish Education program with camps, shabbatonim and regular special events as part of the Jewish calendar.

Developments in the Middle School

The curriculum design at Years 7, 8, 9 and 10 is based on the understanding that students have individual learning styles and rates of learning. The curriculum focuses on essential generic and subject specific skills, and is driven by essential questions.

This results in a curriculum that provides opportunities for students to explore areas of interest and relevance to their stage of development. The philosophy is that student learning and progressive development is best when they are engaged as active learners in an environment that is conducive to their preferred style of learning. Teaching and learning practices in the Middle School aim to maximise learning in students of a broad range of abilities and learning styles.

Physical Education and Personal Development

As part of the restructuring of Physical Education, all health and sexuality topics previously taught within the Mechanech will now be shared between the two. Mechanech will play more of a pastoral care role enabling students to focus specifically on personal and school issues. Another interesting development is the Year 9 Outdoor Education elective. The aim is to engage Year 9 students in learning experiences in new outdoor environments. The activities provide opportunities for students to develop survival skills independently, and, in some situations, as part of collaborative teams.

The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students and prepare them for life in the 21st Century.

Mount Scopus delivers the Australian Curriculum for English, Geography, Mathematics, Science, History, the Arts, Economics, Business, Civics and Citizenship, Health and Physical Education, Design and Digital Technologies.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability).

The platform through which Mount Scopus delivers the Australian Curriculum is the International Baccalaureate Middle Years Programme.

The Middle Years Programme (MYP)

Mount Scopus offers the International Baccalaureate Middle Years Programme for students of Year 7 to Year 10. MYP is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in their changing world. Learning how to learn and how to critically evaluate information is as important as learning facts. The MYP encourages students to be active learners, well rounded individuals and engaged world citizens. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations, and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups. Learning at this adolescent stage of development calls for more than "knowing"; it involves reflective thinking, both critical and creative, about ideas and behaviours. It includes

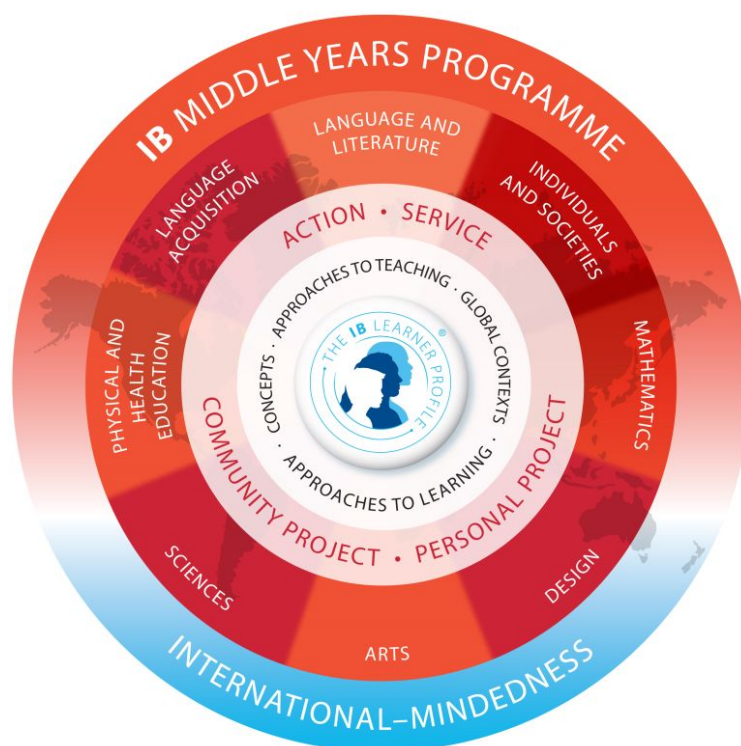
problem solving and analysis, and the clarification and discussion of personal beliefs and standards on which decisions are made, frequently leading to critical thinking and action.

Aims

The Programme aims to enable students to:

- Build upon their spirit of discovery, to develop an understanding and enjoyment of the process of learning independently, and in cooperation with others;
- Acquire knowledge and understanding and prepare for further learning;
- Recognise the extent to which knowledge is interrelated;
- Learn to communicate effectively in a variety of ways;
- Develop a sense of personal and cultural identity and a respect for themselves and for others, and;
- Acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

The Curriculum Model



The MYP curriculum model has at its kernel, IB Learner Profile, ten attributes of 21st century learners – Balanced, Risk Taker, Inquirer, Thinker, Open-Minded, Knowledgeable, Caring, Principled and Communicator. The programme is structured with eight subject areas. Learning within and across subject areas occur within 6 Global Contexts – Scientific and Technical Innovation, Fairness and Development, Personal and Cultural Expression, Globalisation and Sustainability, Orientation in Space and Time, and Identities and Relationships. These Global Contexts allow students to be internationally minded when tackling the problems and challenges facing the 21st century global society. The MYP places an emphasis on a concept driven approach to learning, which enables students to develop their understanding of sixteen Key Concepts within and between all eight subject groups and Related Concepts within each subject group. These concepts provide students with a framework to connect their learning of content, knowledge and skills. The MYP prepares

students to be self-guided learners by developing the Approaches to Learning skills in the areas of thinking, self-management, communication, research and social engagement. From Year 7 to Year 10, students are provided with opportunities to take action and serve others within the school and amongst various community groups in Melbourne, Australia and abroad through research, advocacy and direct or indirect action. In Year 9 students complete the community project, a self-directed inquiry in an area related to service.

Organisation of Curriculum

The formal curriculum is organised under a series of Faculties, each with its own Faculty Leader with a primary responsibility for overseeing continuity, review and change. Each Faculty is responsible for conducting a core of compulsory studies, whilst also offering a series of elective subjects at various year levels, as follows:

A Summary of Course Options: Years 7 – 9

Year 7

All Year 7 students undertake a common course of study which lays the foundation for six years of secondary schooling. Subjects studied include Hebrew, Judaic Studies, English, History, Geography, Mathematics, Science, Design and Technology, Visual Arts, Music, Physical Education and Sport. Special assistance is available to cater for the needs of all students through the Student Services/Special Education staff, with particular attention being paid to the remedial and extension Mathematics and English areas, and to the needs of newcomers to Australia through the extensive English as an Additional Language. All students participate in the Mechanech/Pastoral Care. Students undertake a Community Service component with a focus on people in crisis.

Year 8

Year 8 students choose one year long elective component to be taken in conjunction with the common core, which includes Hebrew, Judaic Studies, English, History, Geography, Mathematics, Science, Design and Technology, Visual Arts, Physical Education and Sport. Specialist remedial and extension services are offered in English and Mathematics. Elective choices including offerings from the Humanities, Music, Performing Arts, Science, Languages and Jewish Studies Departments. English as an Additional Language is available to assist overseas arrivals. All students participate in the Mechanech/Pastoral Care.

By the end of Year 8, we expect all students to have a basic grounding in the key competency areas for English, Mathematics and Hebrew, and to have experienced a broad range of studies in other subject areas. Students undertake a Community Service component with a focus on serving the needs of various communities and exploring issues such as disability, old-age, homelessness, food insecurity and sustainability.

Year 9

Students at Year 9 begin to exercise a greater degree of choice in their course of study. The common core subjects are Hebrew, Judaic Studies, English, History, Mathematics, Science, Physical Education and Sport. In addition to the core subjects students also choose 4 semester-length subjects from an extensive list, including, Computers In Business, Drama, French 1 and 2, Geography, Israel Studies, Literature, Digital Design, Music, Outdoor Education, Visual Art, Sculpture, Fashion Textiles, Visual Communication Design, Robotics, Money Management, Enriched Mathematics and Talmud. Remedial and extension work are offered in key areas. English as an Additional Language is available for overseas arrivals. All students participate in the Mechanech/Pastoral Care program and participate in workshops on wellbeing. One of their four choices must compulsorily be a Physical Education elective, either Outdoor Education, Surviving Life as a Teen or Enhanced Sporting Performance.

Curriculum (Years 7 – 9) 2021

Year 7	Year 8	Year 9
Hebrew Judaic Studies English/EAL History Geography Mathematics Science Visual Art Music Physical Education Sport Design and Technology <hr/> Master Talmud	Hebrew Judaic Studies English/EAL History Geography Mathematics Science Visual Art Physical Education Sport Design and Technology <hr/> Master Talmud Chinese French Applied Science In the Spotlight: Drama and Movement My World, My Future Music	Hebrew Judaic Studies English/EAL History Mathematics Science Physical Education Sport Students must choose one of the following: Outdoor Education OR Enhanced Sporting Performance OR Surviving Life as a Teen <hr/> Master Talmud Chinese French Computers In Business Robotics Software Development Textiles/Fashion Design Design Literature Geography Money Management Israel Studies Mathematics Enriched Drama Script and Production Design Music What on Earth? Visual Arts and Sculpture Digital Animation Outdoor Education Enhanced Sporting Performance Surviving Life as a Teen

Compulsory Studies

Those above the solid black line.

Elective Studies

Those below the line.

Processes of Curriculum Review and Renewal

The following formal procedures are in place to ensure that the curriculum is under constant review and renewal.

Within the hierarchical structure of the administration of the College, the School Council debates and ratifies major policy decisions concerning curriculum change, i.e. the balance between the secular and religious components of the total. The Council is advised on these matters by its Committee, comprising senior administrators from the school, some members of the School Council, and parents or guardians/friends of the school who are generally employed by the tertiary sector.

Change, or debate on change, is often initiated by the Principal and the Director of Teaching and Learning and is then taken up at the most appropriate forums starting with the Education Committee.

The Education Committee is chaired by the Director of Teaching and Learning, and is composed principally of the Principal, Deputy Principal – Secondary, MYP Coordinator and Heads of Faculty as follows: Visual Arts, Performing Arts, Design and Technologies, Humanities, English, Jewish Studies, Hebrew, Science, Mathematics, Languages, and the Education Resources Manager. It is the main decision-making body for reviewing educational policy and initiating educational change.

Faculty Leaders may initiate reviews and renewal procedures within their own faculties in their own right, but they also appoint Subject/Level Heads who coordinate the preparation, the curriculum design and support materials at their own level.

Subject/Level Heads are responsible for curriculum review and renewal at the grassroots level within their own subject areas. Much of this is done during the weekly/fortnightly meetings which are timetabled as a matter of course across the Secondary School.

Curriculum documents are prepared by Subject/Level Heads and lodged with the Director of Teaching and Learning prior to the commencement of each school year.

Three pupil free conference days are held immediately prior to the start of each school year, and four other pupil-free conference days are held throughout the year, with significant blocks of time being allocated to curriculum review and design.

Assessment and Reporting Policy - Years 7 - 10

Assessment and reporting are an integral part of the learning and teaching process. Assessment may be either diagnostic (aiming primarily to identify strengths and weaknesses), formative (seeking to assist and shape future learning), or summative (giving a whole of final judgement on a student's performance on a given unit of work or task).

Assessment methods should be as varied as possible in order to assess all the content, skills, understandings, processes and attitudes involved in a given course, and to allow students to demonstrate the full range of their capabilities.

Students should be given appropriate notification of assessment periods and tasks, and clear guidelines as to what is expected of them.

Assessment

- At Year 7 to 10, assessment of various forms takes place on a continuous basis according to the guidelines and subject-based criteria of the MYP to provide feedback on teaching effectiveness and learning quality. The assessment feedback is used to help students reflect on the way they learn; to help them improve on their learning strategies and study habits.
- In accordance with Federal Government requirements, comparative reporting takes place for each semester.

Year 7-10 MYP Progressive Reporting

From the beginning of each term, parents and students will be able to see an outline of upcoming assessments and will be able to review the criteria that will be used by teachers for marking summative assessments for the current term. Students will be able to plan and prepare for upcoming assessments, and they will be able to see where they need to improve and the action that will need to be taken so that they can see further improvement once their results have been released.

Throughout each semester, faculty teams will meet regularly and ensure that results and criteria sheets for each MYP assessment have been published under the Curriculum activities link in Parent Lounge.

Formal Written Reports

At the end of Terms 2 and 4, a report is issued, which includes summative academic information, a MYP grade average (1-7) and a learning behaviours rank (1-4). These reports are specific to each subject faculty but follow a similar format.

Assessment and reporting procedures are in line with the Federal Government National Safe Schools Framework (NSSF). Our procedures also meet the MYP (Middle Years Programme) requirement of reporting by a 1-7 scale. The descriptors that accompany the scale take into consideration the criteria for fulfilling MYP criteria in each subject. The levels of achievement and their accompanying descriptors can be viewed on the College website.

<https://www.scopus.vic.edu.au/scopus-parents/myp-report-information/#gsc.tab=0>

Parent - Teacher Interviews

There will be Parent-Teacher Interviews scheduled for all students in both Semester 1 and Semester 2. Students are encouraged to be part of this interview process.

Contact at other times

In addition, parents are encouraged to maintain close contact with teachers, especially if they have some cause for concern. Sometimes a student's situation is such that a formal Support Group is set up to review the student's progress and to decide future goals and processes. The Support Group meets regularly. Other Support Groups are required by VCAA regulations concerning the provision of Special Consideration.

Work Completion and Homework Policy

Completion of Assessment Activities

The College requires students to complete all formal Assessment Activities in each of their subjects, and progressively reports upon the completion of work throughout the course of each term and at the end of each Semester. Failure to complete Assessment Activities, particularly in the key competency areas of Mathematics, English and Hebrew, could result in a student not being allowed to commence a new semester until the outstanding work has been completed. In other subjects, students who fail to complete Assessment Activities will be deemed as not having completed the Semester, in which case, their report may be withheld until the work is completed. Students who persist in their failure to complete work requirements in these subjects within a reasonable time may be withdrawn from classes until such a time as the work is completed. During each Semester, teachers use a variety of methods to follow up incomplete work, including phone, diary and letter contact, and requiring the student to attend school after hours.

Homework Policy

Regular homework is a necessary part of a student's growth at our College. Not only are academic skills honed, but personal growth in the areas of self-discipline, time management, prioritising, and responsibility are also developed through the medium of assigned work from the school. At the same time, there is little purpose in assigning an overabundance of repetitive work. The aim should be growth and development of the student. It is also necessary to acknowledge individual differences in students, and teachers should be prepared to have a reasonable flexibility in their programs including the provision of homework which will address these differences. The amount of homework that is deemed sufficient varies according to the age of the student and his/her ability. Approximately 10 hours a week is regarded as appropriate for an average student in the Secondary School as long as it is done in a regular planned fashion. This is in line with Education Department recommendations. Time should include daily homework, test preparation, essay and project work, review of the day's lessons and preparation time. Even if no homework has been assigned, students should set time aside for school related activities (i.e. reading, reviewing and studying, correcting and organising notebooks).

The role of the school is:

- To assign appropriate amounts of homework on a regular basis;
- To ensure that all assigned homework is checked and acknowledged;
- To keep repetitive work to a necessary minimum;
- To provide homework assignments that challenge and expand a child's thinking as well as reinforce concepts;
- To apportion long-term assignments with consideration to the possibility of conflict with other work or tests assigned;
- To communicate to students and parents clearly how the homework policy is implemented in the classroom, including the use of the planning diary;
- To make every attempt to maintain due dates, unless that becomes unreasonable for a significant number of students;
- To address the skills required for successfully organising and completing homework. This will be done formally during mechanech sessions, during class time and by individual student counselling if necessary.

The role of the student is:

- To ensure that instructions and assignments are clearly understood, and to ask for help from teachers where necessary;
- To note details of homework in the planning diary, and to complete all assigned homework to the best of his/her ability;
- To practice the skills of time management and establish priorities for the completion of the longer and short-term work requirements, with the aid of an assignment and study calendar if necessary;
- To find out what assignments have been missed because of illness, appointments or special events, and arranging a reasonable completion time with the teacher if necessary.

The role of the parent is:

- To provide the student with a place most suitable for the student's learning style that will be conducive to the completion of homework;
- To monitor the student's work to ensure adequate completion, as required, and to communicate with the teacher if non-completion becomes a consistent pattern. Parents should regularly check the planning diary;
- To be in communication with the teacher as soon as concerns pertaining to homework assignments arise;
- To terminate the student's time if it unreasonably exceeds the limits that have been set, and to indicate this in the planning diary, and, if necessary, to contact the school.

The number of hours of homework students are expected to do per week is approximately:

- 7 hours for Year 7
- 8 hours for Year 8
- 9 hours for Year 9
- 10 hours for Year 10

Susie and Norman Rockman Library Services and Programs

Aims

- To assist students to develop lifelong independent learning skills which will readily transfer to other learning environments.
- To nurture a love of literature and reading.
- To provide students and staff with the opportunity to access a range of resources to fulfil their educational and personal information needs.

Collections

Library resources are selected, in consultation with subject teachers, to support the curriculum of the Secondary School as well as to provide some recreational material. To encourage informed decision-making, material is selected to present a variety of points of view.

Collections include:

- Digital resources – ClickView digital videos, reviewed websites, eBooks, PDF files, images, digital audio books, podcasts.
- Print resources – books, journals, newspapers, and an extensive fiction collection ranging from popular to classic, in a range of genres, to suit a variety of reading abilities.
- Online subscription databases – newspaper and journal articles, encyclopaedias, maps, subject-based teaching and learning resources.

Facilities

Students have access to the library before and after school, at recess and lunchtime, as well as during class time. Facilities offered include:

- On-campus and remote access to information and resources at all campuses of the College through the automated library system.
- A variety of spaces for learning activities ranging from whole class tuition, research and reading to individual private study. Dedicated areas include a Seminar Room, a silent study room, a fiction reading area and small meeting rooms.
- ICT equipment, such as scanners, printers, photocopiers and interactive smartboards are available to staff and students.

Curriculum Development and Resourcing

Teacher-Librarians are fully qualified teachers who work closely with MYP and VCE teachers to support all areas of teaching and learning in the College.

Inquiry Learning and Information Literacy

The Teacher-Librarians play a leading role in the development of Information Literacy skills, a vital component of the MYP Approaches to Learning and the Community Project. Learning how to assess information and use it wisely is increasingly important. Students need to learn how to use the library and other media as well as to understand the research process (from finding and selecting information to judging it critically). This is incorporated into inquiry and project work.

MYP Approaches to Learning:

Information Literacy : Finding, interpreting, judging and creating information

- Collect, record and verify data.
- Access information to be informed and inform others.
- Make connections between various sources of information.
- Understand the benefits and limitations of sensory learning preferences when accessing, processing and recalling information.
- Use memory techniques to develop long-term memory.
- Present information in a variety of formats and platforms.
- Collect and analyse data to identify solutions and make informed decisions.
- Process data and report results.
- Evaluation and select information sources and digital tools based on their appropriateness to specific tasks.
- Understand and use technology systems.
- Use critical-literacy skills to analyse and interpret media communications.
- Understand and implement intellectual property rights.
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions.
- Identify primary and secondary sources.

Teacher-Librarians provide timely tuition for classes as well as on-going coaching for small groups and individual students.

Research tools and resources are produced and promoted across the curriculum for all year levels. These include Research Starter Packs, scaffolding and strategies for Information Literacy skills, and online referencing tools.

Literature Programs

The library promotes a reading community that appreciates and loves literature through a range of activities and events including:

- The selection of quality young adult fiction and its organisation into accessible themes for Middle Years students;
- Wide Reading classes in which Teacher-Librarians promote fiction and assist individual students with the selection of engaging novels;
- The integration of literature units into the broader curriculum, such as historical fiction in History, Jewish literature in Jewish Studies, picture books in Art, and Visual Literacy activities;
- Lunchtime literature activities;
- Visiting authors, book talks and writers workshops;
- The development of recommended reading lists.

Library Displays and Exhibitions

- Student work, including projects, paintings, sculptures, models, posters.
- Materials in support of MYP Approaches to Learning.
- Special events and celebrations.

Faculty Overview

English

Aims of the Year 7 – 9

Overall, the course encourages the development of language skills in line with the International Baccalaureate Middle Years Programme, a program that is necessary for living in a complex, changing world. Importantly, the program provides the tools of communication to enable students to engage with other subject areas. Also, the English course strives to produce students who are competent users of the language, with developed interpersonal and intrapersonal skills. Further, the study provides an opportunity for students to engage with a broad variety of expression through language, including the analysis of cultural and intercultural perspectives. Again, the program is intent on exposing the students to a wide range of literature, influencing their personal, moral and spiritual development, while deepening their understanding of humanity and its views and values. Importantly, we are cognisant of our obligations to the Federal Government's educational initiatives and, consequently, we have ensured that our textual material and our learning outcomes are consistent with the requirements of the Australian Curriculum.

During the first three years Middle School English students are expected to develop the following competencies:

Reading

- To read novels of appropriate standard and interest;
- To read from a variety of sources, e.g. fiction, non-fiction, media;
- To recognise and recall information explicitly stated in various passages of writing or film/video;
- To infer information and ideas from a variety of sources;
- To write an appreciation of reading material; and
- To read aloud with expression and understanding.

Wide Reading

There is so much emphasis, particularly in levels 7 – 9, on reading widely from fiction of the student's own choice. Students are encouraged to take advantage of the library resources both during formal lessons in the library and in their free time. The focus for students is to develop an enjoyment of reading for pleasure and to view books as a source of stimulation as well as relaxation.

Writing

- To write extended pieces for a variety of purposes and audiences;
- To write coherently using conventional grammar, spelling and punctuation;
- To write legibly and neatly;
- To organise material from a variety of sources into a fluent, coherent sequence;
- To write appreciatively about all aspects of literature; and
- To use a word processor competently.

Listening

- To listen to others in a variety of situations;
- To listen to instructions from others and carry them out;
- To recognise point-of-view or main purpose;
- To listen sympathetically and sensitively to others; and
- To respect the points of view of others even if they differ from their own.

Speaking

- To speak both formally and informally to a variety of audiences for a variety of purposes in a variety of settings;
- To use speech to reflect on their own work and actions and those of others;
- To conduct discussions – in small groups and larger groups, in familiar and unfamiliar situations;
- To articulate coherently using correct voice modulation and body language;
- To use speech sensitively and appropriately on all occasions;
- To justify actions and responses sensibly during class discussions; and
- To feel confident when communicating orally in a variety of situations.

Computer Skills

The English Faculty encourages the use and incorporation of computer skills as a tool for effective communication. However, computer skills are recognised as a tool and nothing more. Students are encouraged to familiarise themselves with programs such as Google Docs and Google Slides and to use them when appropriate. Moreover, over-reliance on this tool as a proof reader or spelling crutch is not encouraged as students are expected to be developing these skills as they progress through the school. Nevertheless, we are experimenting with the use of digital resources, including electronic books, blogs and wikis to enhance the students' learning experiences.

Structure of the Three-Year Program: Subjects Offered

Year Level	Subject	Core (C) or Elective (E)	Duration Yr/Semester	No. of lessons per week
7	English	C	Year	4.5
8	English	C	Year	4
9	English	C	Year	4.5
9	Literature	E	Semester	3

Enrichment Programs/Activities/Co-Curricular Programs

- English Week
- Baron Snider – Public Speaking Competition: Class + Year Level
- Book Week
- Interschool Debating
- Visiting Theatre Groups or Excursions to Theatre, movies or other interesting places e.g. Books Illustrated
- Essay writing competitions – both within and outside the school
- Writers Workshops – programs of varying length
- Visiting authors or people connected to areas of special interest/connected to texts being studied
- Future problem solving
- Literature festival or workshops

Provision of Special Services

Mount Scopus has a policy of mixed ability grouping in English, but makes provision for assistance to students with difficulties and offers opportunities to challenge able students.

Additional Activities in the Classroom

- Participation in competitions.
- Writing articles for the Jewish News.
- Special activities held during English Week which encompass all of the skills being taught throughout the Secondary School.

English as an Additional Language (EAL) Years 7 – 9

EAL classes and/or tutorials are offered to all students whose first language is not English, and to students from non-English-speaking backgrounds who need extra language help. These classes are provided on a needs basis with students able to gain assistance with all language-based school work.

Aim

To assist students to gain competency in all areas of the English language including: reading, writing, speaking and listening.

Content

- Spoken language skills including pronunciation, grammar, vocabulary and listening skills;
- Reading practice and skills including Reading Comprehension based on extracts from literature, and newspaper or magazine articles;
- Vocabulary development;
- Written language skills including writing in the different genres of Persuasive/ Argumentative, Personal/Imaginative, Factual/Informative, and Instructional writing. Lessons also cover punctuation skills;
- Formal grammar lessons tailored to students' individual needs, covering sentence structure, parts of speech, irregular verbs, and other grammatical features of the English language;
- The teaching of spelling rules and individual spelling lists; and
- Computer competency, specifically targeting software programs such as Google Docs and Slides which are utilised in other subject areas.

VCE

Students who have been in Australia for seven years or less qualify to undertake the subject of VCE EAL English in place of mainstream VCE English. Recent arrivals may also qualify for additional reading and/or writing time in exams and/or SACs. The extent of this is assessed on an individual basis.

Hebrew

Aims of the Be'Shvil Ha'Ivrit Curriculum

The teaching of Hebrew in the Secondary school has the following aims to:

- Foster a better understanding of the Jewish history, culture and tradition, and ignite a commitment to lifelong Jewish learning;
- Enable the students to make gradual progress in competency towards a holistic fluency and precision in Hebrew.

Content

The curriculum is sequential and based on a structured linguistic progression. Lessons are centred on themes of interest to teenagers, ranging from computers and sports to friendship and freedom. Each theme is presented from three perspectives: Jewish tradition, modern Israeli culture and general world knowledge – including art, science, mathematics, literature and philosophy. Each unit incorporates art, music, prose, poetry, news articles and Jewish texts, in layers of language ranging from biblical Hebrew to current scientific Hebrew terminology and common colloquialisms.

The **Be'Shvil Ha'Ivrit** program adheres to a steady pace that allows students tangible progress in their Hebrew proficiency. The curriculum specifies clear goals and measures of achievement, and is accompanied by standardised tests written by the curriculum development team and educational evaluation experts.

The multi-dimensional **Be'Shvil Ha'Ivrit** program integrates the four major language-acquisition skills – listening, speaking, reading and writing – by immersing students in everything from classical Hebrew texts to Israeli music, and from historical documents to poetry and drama. Students encounter materials of increasing complexity as they progress towards proficiency in Hebrew.

Units

Each unit deals with a different theme that includes many topics, the bulk of which is linguistically adapted to the particular level of that unit.

Every unit also includes texts from classical and modern sources not specifically adapted to the particular level of that unit. They are intended to enhance the students' absorption of the language in two ways: by enlarging their passive vocabulary along with their active, and by broadening their encounter with the richness of Hebrew culture. These texts are printed with full vowel pointing and coloured backgrounds.

Each unit contains specific linguistic elements, which are introduced and then reinforced throughout the unit. The linguistic elements are graded from the simple towards the complex and from the more commonly occurring to the less commonly occurring elements.

In every unit there is a chapter of instruction on how to use the Hebrew dictionary.

Communicative and Linguistic Achievements

The list of achievements in this program starts with the communicative aspects and moves to the linguistic elements. The linguistic elements are based on a structured syllabus of morphology and syntax.

The following terms are used to describe students' achievements throughout all the units:

Text: any full linguistic expression – spoken or written.

To listen/to read: in these activities understanding is stressed.

To role-play/to discuss: role-play is taking the role of others, discussion – is presenting your own view.

Dictionary use depends on being able to use the verb in the third person masculine, past tense.

The **Be'Shvil Ha'Ivrit** program consists of four levels: preparatory, beginners, intermediate and advanced. At each of these levels there are communicative and linguistic goals.

Be'Shvil Ha'Ivrit Level	Pre-Be'Shvil Ha'Ivrit (New active vocabulary 450 words)	Beginners level (New active vocabulary 1200 words)	Intermediate level (New active vocabulary 1200 words)	Advanced level (New active vocabulary 2000 words)
Writing	<ul style="list-style-type: none"> Paragraph on a personal topic (description, information, and impression) up to 5-6 sentences. Memo 3-4 sentences. Assertion of opinion 2-3 sentences. 	<ul style="list-style-type: none"> Short notes (greeting, apology, thanks, invitation). Personal letter 15 sentences. Impersonal letter (announcement, request, report) 10 sentences. 	<ul style="list-style-type: none"> Forming tables from text. Personal or historical chronological report 15 sentences. Theoretical analysis of reasons, results, and purposes 20 sentences. 	<ul style="list-style-type: none"> Writing standard modern Hebrew in various forms of communication (memo, letter, essay on a theoretical subject) 50-70 sentences.
Reading and Listening	<ul style="list-style-type: none"> Paragraph of information or description 8 sentences. Paragraph of a folktale 10-12 sentences. 	<ul style="list-style-type: none"> Comprehension of informative paragraph in elementary Hebrew 15-20 sentences. Comprehension of opinion supported by reasons in elementary Hebrew. Comprehension of a short story in elementary Hebrew 15-30 sentences. General comprehension of a simple poem, Midrash or biblical verse. 	<ul style="list-style-type: none"> Press releases and articles in journalistic style in elementary Hebrew 30-35 sentences. Short story partially adapted to elementary Hebrew 70-100 sentences. General comprehension based on key words, syntactic structures, and morphology of poetry, Midrashim or biblical verses. 	<ul style="list-style-type: none"> Independent extensive reading of general news and short articles in a Hebrew newspaper. Independent extensive reading of classical writings (narrative chapters of the Bible, Mishna and Midrashim) and modern Hebrew poetry.

Speaking	<ul style="list-style-type: none"> • Short dialogue about daily life or customs (acquaintances, school, schedule of the day, Shabbat, Holidays) 10 sentences per speaker. 	<ul style="list-style-type: none"> • Dialogue about school, family, entertainment, personal preference, or place description 8 sentences per speaker. • Interview: questioning, answering and reporting 8 sentences per speaker. • Expression of opinion with supporting reasons 3-4 sentences. 	<ul style="list-style-type: none"> • Conversation on any topic 20 sentences per speaker. 	<ul style="list-style-type: none"> • Conversation on any topic 30 sentences per speaker. • Short lecture on theoretical topic 5 minutes.
----------	--	--	---	--

In addition to the Hebrew classes, each level will run a class for students experiencing difficulty in Hebrew. These classes will concentrate on Jewish content, the development of Jewish identity, combining both English and Hebrew

Wherever necessary we conduct beginners programs in Hebrew to bridge the gap for students new to Mount Scopus.

Humanities

Aims of the Year 7 – 9 Program

General Aims

- To develop an understanding and appreciation of humankind.
- To show:
 - Who we are;
 - Where we are in place and time;
 - The world as it is; and
 - How we express ourselves and organise ourselves as part of a community.

Subject Aims

- To develop a cultural awareness of the various peoples and societies that make up our world, and their diverse heritages, experiences, perspectives and aspirations;
- To develop an understanding and knowledge of how humankind influences and is influenced by geographical and environmental factors;
- To develop an understanding and knowledge of selected historical periods and to foster enjoyment in the study of history; and
- Skills will be based around chronology, terms and concepts, analysis and use of sources. Our course is structured so that we teach in line with both the Australian Curriculum and the Middle Years Programme.

There are also four criteria for assessment:

- Knowing and understanding
- Investigating
- Communication
- Thinking critically

Structure of the Three Years (7 – 9) in the Humanities Faculty

Year Level	Subject	Core (C)	Duration
7	History	C	Semester
	Geography	C	Semester
8	History	C	Semester
	Geography	C	Semester
	My World, My Future	E	Year
9	History	C	Year
	Geography	E	Semester
	Money Management	E	Semester

Opportunities for Further Study

VCE Year 11 History Units 1/2

VCE Year 12 History Units 3/4

Jewish Studies

Aims of the Jewish Studies Faculty

The College's Mission Statement is to "provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enable each student to make an informed choice as to the meaning of their Jewish identity". The school's philosophy and practice reflect the belief of the Jewish tradition that learning is an overriding priority for a full Jewish life and is necessary for students to arrive at their own understanding of their Jewish identity in the modern world.

A serious encounter with the main disciplines of Jewish study, Tanach, Hebrew Language, Literature, Jewish History, Modern Israeli History and the texts and values of Toshba (Jewish Texts which make up our Oral Tradition), is seen as crucial for the fulfilment of the school's aims as a Jewish school. The approach to Jewish Studies like other parts of the curriculum; is a pursuit of high academic standards while taking into account student's individual needs. The school is also committed to approaching traditional Jewish study in a modern way and subjects are driven by key concepts of inquiry. Many resources and great thought and effort is invested in developing a compelling and relevant Jewish Studies curriculum which is effective and appropriate to the Jewish needs of students today.

Technology has driven many changes to classroom learning experiences and the MYP Jewish Studies programme aims to develop their skills in four main areas: knowledge and understanding, investigating, communicating and thinking critically whilst developing their values and character as individuals and members of a broader community. Provision is also made for students' special needs and interests through an elective as well as provision for tutorial assistance.

Jewish education is regarded as an essential part of the students' development throughout the school and there are a variety of Jewish Studies options for students at the senior level. The formal curriculum is supplemented by a substantial informal program of Jewish education.

Structure of the Three-Year Program (7 – 9) in the Jewish Studies Faculty

Level	Subject	Core (C) or Elective (E)	Duration	No. of lessons per week
7	Hebrew	C	Year	5
7	Judaic Studies	C	Year	5
7	Master Talmud	E	Year	3
8	Hebrew	C	Year	4
8	Judaic Studies	C	Year	5
8	Master Talmud	E	Year	2
9	Hebrew	C	Year	4
9	Judaic Studies	C	Year	5
9	Israeli Studies A	E	Semester	3
9	Master Talmud	E	Semester	3

Broad Content of Jewish Studies Courses

Level	Subject	Content
7	Judaic Studies	<ul style="list-style-type: none">Tanach: Leadership in Sefer Shmuel and Repentance in Sefer YonaToshba: Kashrut – The Jewish Dietary LawsJewish History: Jewish Life under Foreign Rule until Herod

		<ul style="list-style-type: none"> ● Israel Studies: A Timeline of Israeli History and the Impact of these events on our identity
7	Master Talmud	<ul style="list-style-type: none"> ● Introduction to Mishna
8	Judaic Studies	<ul style="list-style-type: none"> ● Tanach: The Impact of Decisions in Samuel 1 ● Toshba: The Jewish Life Cycle – Birth, Marriage and Family ● Jewish History: Jewish Life under Roman Rule and Reactions to Destruction of the Temple ● Israel Studies: The Faces of the People of Israel
8	Master Talmud	<ul style="list-style-type: none"> ● Introduction to Talmud
9	Judaic Studies	<ul style="list-style-type: none"> ● Tanach: Responsibility and Chessed in Sefer Rut ● Early Zionism: Modern Zionist ideologies and their relevance today ● Toshba: The Jewish Life Cycle; The Jewish Ways in Death and Mourning ● Jewish History: Life in the Diaspora during the Middle Ages: <ul style="list-style-type: none"> ○ Anti-Jewish Actions in Christian Europe ○ Golden Age of Spanish Jewry ○ The Reconquista
9	Israel Studies A	<ul style="list-style-type: none"> ● A history of Israel from 1948 until the present day
9	Master Talmud	<ul style="list-style-type: none"> ● Using Jewish Texts to deal with Ethical Dilemmas

Enrichment/Activities/Co-curricular (7–9) provided by the Jewish Studies Faculty:

- Mifgashim – Year 9 Camp
- Jewish Community Involvement
- Jewish Content at Year 7 and 8 Camps
- Jewish Book Week meetings with authors
- Programs on Festivals such as Sukkot, Purim and Yom Ha'atzmaut
- Beit Midrash Programs
- Rosh Chodesh Assemblies
- Model Seder
- Bat-Mitzvah Ceremonies
- Weekly lunchtime discussion groups on Parashat Hashavua and Talmud
- Shacharit – Early Morning Service
- Memorial Assemblies such as Yom Hashoah and Yom Hazikaron
- B'nei Mitzvah
- Israel Club
- Bar-Mitzvah Lessons
- Netzigim Leadership Program
- Jewish Life Values and Intimacy Education programme at Year 7

Bilingual Class

The Bilingual Program is offered to students at Levels 7 through 8. Students are taught about 85% of all their subjects in Hebrew, including Science, Judaic Studies, Humanities, Art, and Design Technology. Experience and evidence has shown that participation in the program in no way diminishes from the student's level of achievement. The program aims to enable the students to achieve a high level of fluency in both spoken and written Hebrew.

Special Services in the Jewish Studies Faculty (7 – 9)

Beginners Classes in Hebrew

Individual Bar/Bat-Mitzvah Preparation

Mathematics

Aims of the MYP Years 7 – 9 Mathematics Program

The aims for the MYP Mathematics are to enable students to:

- Develop curiosity, enjoy mathematics and appreciate its elegance and power;
- Develop an understanding of the principles and nature of mathematics;
- Communicate clearly and confidently in a variety of contexts;
- Develop logical, critical and creative thinking, and patience and persistence in problem solving;
- Develop power of generalisation and abstraction;
- Apply and transfer skills to a wide range of situations including real life, other areas of knowledge and future developments;
- Appreciate how developments in technology and mathematics have influenced each other;
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other areas of knowledge;
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics; and
- Develop the ability to reflect critically upon their own work and the work of others.

The MYP Years 7 – 9 Mathematics courses have been developed according to the following five branches of Mathematics:

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability
- Discrete mathematics

The Australian Curriculum has been incorporated into these five branches. Each topic in each branch contains a compulsory core and elective extension activities. In each branch, students use online textbooks, scientific and CAS calculators and interactive Internet sites.

Structure of Middle School Mathematics Subjects Offered

Year Level	Subject	Core or Elective	Duration	No. of Lessons Per 10 Days
7	Mathematics	C	Year	10
8	Mathematics	C	Year	9
9	Mathematics	C	Year	9
9	Mathematics (Enriched)	E	Semester	6

Individual Differences and Support Services

In addition to differentiated teaching in the classroom, extra programs support students of different abilities and interests.

- There is one Extension/Accelerated class in each of Years 7-10 and one Support class in each of Years 7-8. The remaining classes in each level are mixed ability.
- Extra support is offered to the mainstream classes, during class time, in Year 7 to 9.
- Any Middle School students may attend a lunchtime Mathematics Help Room as well as after-school Homework Help on a weekly basis.

Enrichment Programs/Activities/Co-Curricular Programs

Mathematics learning is enhanced in many ways throughout the year, such as by participating in the:

- Computational and Algorithmic Thinking (CAT) Competition;
- Australian Mathematics Competition;
- Australasian Problem Solving Mathematical Olympiads (APSMO);
- MAV Maths Games Days;
- MAV Maths Talent Quest;
- The University of Melbourne's Mathematics Competition,
- Australian Maths Trust's Maths Enrichment Stages, and;
- Olympiad level Maths summer school and competitions such as the AMOC Senior Contest, AMO and APMO .

Mathematics Studies in the Senior School

- | | |
|---------|---|
| Year 10 | - Mainstream Mathematics (10A) formerly pre-Methods |
| | - Mainstream Mathematics (10) |
| | - Foundation Mathematics (Foundation Mathematics VCE Units 1 and 2) |
| | - Accelerated Mathematics (Mathematical Methods VCE Units 1 and 2) |
| Year 11 | - Mathematical Methods (VCE Units 1 and 2) |
| | - General Mathematics (VCE Units 1 and 2) |
| | - Specialist Mathematics (VCE Units 1 and 2) |
| | - Mathematical Methods (VCE Units 3 and 4) |
| | - Further Mathematics (VCE Units 3 and 4) |
| Year 12 | - Mathematical Methods (VCE Units 3 and 4) |
| | - Specialist Mathematics (VCE Units 3 and 4) |
| | - Further Mathematics (VCE Units 3 and 4) |
| | - Tertiary Mathematics (through the University of Melbourne) |

In **Year 10**, each student takes only one Mathematics subject.

In **Years 11 and 12**, Mathematics becomes an elective. Although there is no requirement for a student to take Mathematics as part of a VCE, most students take one year-long Mathematics subject in both Years 11 and 12, and many students take more than one depending on their ability, interest and career aspirations.

The Mechanech Program

Aims of the Year 7 – 9 Program

The Mechanech of combined pastoral care, personal development, human relations and social skills development is a key component of Mount Scopus' commitment to the welfare and growth of the whole child.

Mechanchim share the development of the child with parents and subject teachers who work closely with level coordinators and support staff. As such, they are the people to contact initially about a child's general academic or personal progress at the College.

The Goals of the Program are:

- To designate one Mechanech for each class, with clear responsibilities for providing pastoral care to every child in the class;
- To create a class climate of support and acceptance, encouraging pupils' sense of belonging to a particular class; and
- To provide parents with a specific member of staff to consult about their child's personal, social and academic development.

Curriculum Aims

The Mechanech program aims to provide educational and informative sessions, encouraging students to understand themselves, their bodies, their emotions, their goals and their limitations. Students are trained and equipped with skills to help them manage their physical, social and emotional environments. They are provided guidance in how to incorporate their academic studies with both their home and social lives and the vast array of co-curricular activities that are on offer both within and outside the College. Additionally they are provided with opportunities to serve their community. In pursuing these goals, the school endeavours for the Mechanech Program to help develop the students both as an individual and as a learner. These skills cannot all be learned at once and thus, the objectives are integrated and developed across all levels.

Year 7

Apart from covering topics such as Bullying, Sexuality/Puberty, Drugs and Alcohol, Decision Making etc, students begin Mechanech in Year 7 by learning how to recognise how they learn best. Study skills and organisation techniques are presented and reinforced with all students. These skills are reinforced for the entire year.

Year 8

In Year 8 Mechanech students build on skills from Year 7 but also cover the areas of Body Image and Self-esteem as well as looking at the areas of Cyber-Bullying. Teachers have a number of activities available to stimulate and encourage discussion and allow individual differences to be heard by all the class.

Year 9

In Year 9 Mechanech the focus is on students' self-development both in terms of academic growth and in life beyond the classroom. To develop and grow academically, students consider the role of school and learning, set goals and reflect on their progress. They also focus on the world beyond the classroom. They follow and discuss news stories and current affairs. They learn about mental health, disability, multiculturalism, gratitude and self-esteem. They undertake the MYP Community Project and prepare for their time at City Cite.

Performing Arts

Aims of the Year 7 – 9 Program

The Main focus of the Performing Arts programme at Mount Scopus Memorial College is “Learning by Doing”. The programme offers active art forms of music and drama whereby students gain a greater understanding and appreciation through preparation and performance. Students work individually to develop their skills in performing arts and collaboratively to present performances. Through collaborative experiences students are provided with unique and exciting ways of learning about themselves and their world.

The MYP Arts marries well with the **Australian Curriculum** and the Arts. The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting performance”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of presenting student performances though scheduled performance events.

The Performing Arts offers students the opportunity to:

- Foster enjoyment and fun through participation;
- Develop literacy in the performing arts;
- Interpret and represent ideas through action and reflection;
- Understand the use and development of performing arts elements;
- Develop a more conscious understanding of how the performing arts works as mediums for personal expression;
- Work constructively with others and use the performing arts as a means to enhance their personal development, including confidence, self-esteem and creativity;
- Set personal goals and initiatives;
- Foster co-operation, as opposed to competition;
- Work in a variety of ways which will include different types of drama alternative styles and flexible groupings of students;
- To acquire the techniques to improvise within known frameworks and compose new material, and;
- To learn the basics of improvisation and composition.

Structure of the Program in the Performing Arts Faculty

Year Level	Subject	Core or Elective.	Duration	Lessons per week
Year 7	Classroom Music	Core	Semester	1
Year 8	Classroom Music	Core	Year	2.5
Year 8	Drama and Movement	Elective	Year	2.5
Year 9	Drama	Elective	Semester	3
Year 9	Music	Elective	Semester	3

Broad Areas of Study:

Year 7 Music

Years 7 Music provides a general overview of music appreciation, history, composition and theory. This is achieved through the use of audio and video recordings, use of texts, special assemblies with guest performers and excursions. On a practical level students learn to play the keyboard, and utilise relevant software in order to compose and record music.

Year 8 Music

Year 8 Music allows students to explore and grow their passion for the subject, refining their comprehension of musical notation, aural and compositional skills. Students will participate in class performances and learn practical and digital skills to enhance, consolidate and realise their own compositions, and that of others.

Year 8 Drama

Year 8 Drama is a primarily hands-on introduction to exploration of movement, character and stagecraft. The elective unit provides students with the knowledge and understanding of reading and interpreting scripts, and allows them to see the dramatic theory played out in contemporary culture. Students make storyboards for film adaptations for varying genres, explore musical theatre, melodrama, masks, movement and the creation of character in theatre.

Year 9 Music

- Performance techniques on the student's instrument of choice
- Music in advertising
- Musicianship - theory and aural skills
- Music analysis
- Development of general performance techniques and preparation

Year 9 Drama

- Body language and use of voice
- Verbal and non-verbal communication
- Movement
- Scriptwriting
- Stagecraft
- Set and Costume design
- Stylised theatre and its conventions

Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Results and semester reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement in skills.

Enrichment Opportunities in the Performing Arts

- Middle School House Plays
- College Musical
- School Play
- Band for College Musical
- House Play Musician
- A range of ensembles

- Marc and Eva Besen Orchestra
- Scopus Choir
- Music Count Us In
- Concert performances/soirees/assemblies
- Excursions and Incursions for enrichment students

Provision of Special Services within the Performing Arts Faculty (7 – 9)

- Tutorials as needed or requested.
- Private tuition is available on all of the following instruments at Mount Scopus Memorial College during the school day: Piano/Keyboard, Flute, Violin, Guitar, Clarinet, Cello, Voice/Contemporary, Voice/Classical, Saxophone, Double Bass, Drum Kit, French Horn, Percussion, Trumpet, Trombone, Audio Engineering. Please contact Eva and Marc Besen School of Music for an application.

Opportunities for Further Study

Drama Year 10, Music Year 10, VCE Theatre Studies Unit 1-4, VCE Music Performance Units 1-4.

Physical Education

Aims of the Year 7 – 9 Program

- Physical Education is seen as an essential and integral part of the overall curriculum of Mount Scopus Memorial College.
- Through the International Baccalaureate Middle Years Programme (MYP), the Physical Education Program looks to contribute to the development of the student's physical, intellectual, emotional and social maturity. We work to cultivate a healthy lifestyle for students through a series of enjoyable and challenging activities.

Objectives

- To develop confidence and competence in the acquisition of basic physical skills that will enhance participation in a wide variety of physical activities.
- To encourage the development of physical fitness, including the knowledge of its importance, and to develop sound attitudes towards a healthy lifestyle.
- To promote a positive attitude towards physical education, which will in turn enhance the capacity of the individual to make informed decisions, leading to a more active, holistic lifestyle.
- To develop knowledge and understanding of the rules and strategies within a variety of competitive sports.
- To promote social skills which will enable students to communicate and relate effectively to others in group activities as participants and leaders.
- To develop an appreciation of human movement.
- To pursue a broadening of our student's experiences, through our teaching and learning which will encompass the six global contexts.
- To develop healthy attitudes and values towards physical activities based on the required knowledge and skills.

Structure of the Three Year Program (7 – 9) Physical Education

Activities vary from 4 week blocks to whole term units of study.

	Year 7 Full Year		Year 8 Full Year		Year 9 Full Year	
	Boys	Girls	Boys	Girls	Boys	Girls
Aquatics	✓	✓	✓	✓	✓	✓
Athletics	✓	✓	✓	✓	✓	✓
Cheerleading					✓	✓
Euro. Handball					✓	✓
Dance	✓	✓	✓	✓		
Fitness Testing	✓	✓	✓	✓	✓	✓
Gaelic Football	✓	✓				
Hockey			✓	✓		
Jump Rope			✓	✓		
Table Tennis	✓	✓				
Touch Rugby					✓	✓
Softball			✓	✓		
Volleyball			✓	✓		
Fundamental Movement Skills	✓	✓				

Interschool Sports for EISM and VJSSA

Athletics	Badminton
Basketball	Soccer
Cricket	Softball
Cross Country	Swimming
Table Tennis	Netball
Football	Tennis
Hockey	Touch Rugby
Indoor Cricket	Volleyball
Indoor Soccer	

Opportunities for Further Study at VCE Level

VCE Physical Education (Units 1 – 4), is offered at Years 11 and 12.

Design and Technology

Design and Technology aims to provide the means and the context to help students become skilful problem solvers, who can appreciate the role of Design and Technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

Design and Technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of Design and Technology for life, society and the government.

We are cognisant of our obligations to the Federal Government's educational initiatives and, consequently, we have ensured that our subject matter and our learning outcomes are consistent with the requirements of the Australian Curriculum.

Aims

The Design and Technology course aims to:

- Challenge all students by providing opportunities for different needs and learning styles;
- Encourage students to explore the role of Design in both historical and contemporary contexts; and
- Contribute to raising students' awareness of their responsibilities as world citizens when making decisions and taking action on Design issues.

Design and Technology enables students to identify, access, evaluate and acknowledge a wide range of information sources.

Design can contribute to the objectives of the MYP by providing opportunities for students to:

- Reflect upon interdependence between Design and other areas of knowledge in the development of products and solutions;
- Help students to appreciate how Design and technological developments have shaped everyday life and society;
- Use local and global examples to examine the influence and the use of Design in different societies and cultures;
- Explore and assess the effectiveness of different forms of communication.

The aims of the teaching and study of Design are to encourage and enable students to:

- Develop an appreciation of the significance of Design for life, society and environment;
- Use knowledge, skills and techniques to create products/solutions of appropriate quality;
- Develop problem solving, critical and creative thinking skills through the application of the Design cycle (**see below**); and
- Develop respect for others' viewpoints and appreciate alternative solutions to problems.

The **Design cycle** is a model and is intended to be the central tool to help students to create and evaluate products/solutions in response to challenges. The Design cycle consists of four major stages and these relate to the objectives of the course:

- **Inquiry and Analysis** – Students identify the problem to be solved
 - Explain and justify the need
 - Identify and prioritise the research
 - Analysis of existing products
 - Develop a design brief

- **Developing Ideas** – Students design the product/solutions
 - Develop design specification
 - Develop design ideas
 - Present the chosen design
 - Develop planning drawings or diagrams
- **Creating the solution** – Students use appropriate techniques and equipment
 - Construct a logical plan
 - Demonstrate technical skills
 - Follow the plan to make the solution
 - Justify changes made to the plan
- **Evaluating** – Students evaluate the product/solution
 - Design testing methods
 - Evaluate the success of the solution
 - Explain how the solution could be improved
 - Explain the impact of the solution

Courses Offered

At present, Design and Technology is offered to students within core subjects via learning activities, as well as via electives at Year 9 and 10; these electives are:

- *Digital Design* – involves students in the creation of media presentations using video editing software.
- *Robotics* – use technological knowledge and skills as well as problem solving techniques to create useful products/solutions to problems that are beneficial to the community
- *Computers In Business* – looks at the applications of computers and computer packages, such as Microsoft Office in business.
- *Fashion Textiles* – Learning how to illustrate garments on the fashion figure. Learn how to colour fabric and learn how to sew garments on the machine.
- *Visual Communication Design (Product Design and Graphic Communication)* – Use the Design cycle to design products to solve problems.

Assessment

- The MYP uses criterion-referenced assessment.
- Each subject has a set of assessment criteria.
- Students are assessed against each criterion throughout the unit and awarded a level of achievement.
- Students are given a copy of the criteria and levels of achievement for each subject.

Also, grades and reports will be written in line with the latest Government regulations regarding assessment and reporting.

Science MYP Programme

The Science in Years 7 to 9 is conducted under the MYP framework.

Aims of MYP Science:

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

Learning

The study of Science will enable students to:

- Understand and appreciate science and its implications;
- Consider science as a human endeavour with benefits and limitations;
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- Build an awareness of the need to effectively collaborate and communicate;
- Apply language skills and knowledge in a variety of real-life contexts;
- Develop sensitivity towards the living and non-living environments; and
- Reflect on learning experiences and make informed choices.

Learning about science in the MYP is an active process involving a hands-on and minds-on experience. Students should recognise the international nature of science and be able to use the skills they acquire for successful problem solving.

There is an emphasis on scientific literacy, which means giving students the knowledge and understanding to make informed decisions about local and global issues.

Course Topics

Study of Science at MSMC in Years 7-10 broadly follows the Australian Curriculum under the following headings:

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences

Assessment

- The MYP uses criterion-referenced assessment;
- Each subject has a set of assessment criteria;
- Students are assessed against each criterion throughout the year and awarded a level of achievement; and
- Students are given a copy of the criteria and levels of achievement for each subject.

Also, grades and reports will be written in line with the latest Government regulations regarding assessment and reporting.

As well as addressing the MYP Sciences objectives, Science at Mount Scopus also endeavours to address the Australian Curriculum.

In the Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame the development of concepts in the Science Understanding strand, support key aspects of the Science Inquiry Skills strand and contribute to developing students' appreciation of the nature of science. The six overarching ideas that frame the Australian Curriculum: Science are:

- Patterns, order and organisation
- Form and function
- Stability and change
- Scale and measurement
- Matter and energy
- Systems

Science

Aims of the Year 7 – 9 Program

Science is taught as a unified, comprehensive curriculum over a four-year period. The aims of the program are:

- To provide a conducive learning environment for students to develop as active and autonomous learners;
- To provide learning experiences that engage students in different learning styles;
- To encourage an interest in Science in all students regardless of background, gender and ability;
- To provide a theoretical and practical basis for further study in science and for choosing future courses and careers;
- To examine socially relevant aspects of science in its cultural, environmental, economic, and technological contexts;
- To reinforce the use of scientific methods and develop laboratory skills;
- To encourage students to think both logically and creatively; and
- To provide opportunities for students to plan, implement and interpret their own investigations.

Structure of the Three Year Program (7 – 9) in the Science Faculty Subjects Offered

Year Level	Subject	Core or Elective	Duration	No. of Lessons
7	Science	C	Year	3.5
8	Science	C	Year	3
9	Science	C	Year	4

Broad Areas of Study within Core Science Years 7 – 10 in line with the Australian Curriculum

Year	Biology	Chemistry	Physics	Earth and Space Science
7	<ul style="list-style-type: none">• Cells• Classification	<ul style="list-style-type: none">• States of Matter• Mixtures	<ul style="list-style-type: none">• Forces, Motion and Gravity	<ul style="list-style-type: none">• The Earth and its Resources• The Water Cycle
8	<ul style="list-style-type: none">• Cells, Organ Systems, Microscopes• Reproduction	<ul style="list-style-type: none">• Basic Chemistry• Chemical Change• Acids and Bases	<ul style="list-style-type: none">• Types of Energy• Machines	<ul style="list-style-type: none">• The Rock Cycle
9	<ul style="list-style-type: none">• Human Physiology• Ecology	<ul style="list-style-type: none">• Atomic Structure• Elements and the Periodic table	<ul style="list-style-type: none">• Solar Energy – Light and Heat• Energy Transfer Through Mediums	<ul style="list-style-type: none">• Plate Tectonics and Continental Drift
10	<ul style="list-style-type: none">• Genetics• Evolution	<ul style="list-style-type: none">• Chemical Bonding• Chemical Reactions	<ul style="list-style-type: none">• Motion• Renewable Energy	<ul style="list-style-type: none">• The Universe• Global Systems

Links within Year 7 – 9 Science

Year Level	Core	Elective
7	Science	N/A
8	Science	Applied Science
9	Science	What on Earth?

Opportunities for Further Study

VCE Biology

VCE Chemistry

VCE Physics

VCE Psychology

VCE Environmental Science

Enrichments/Activities/Co-curricular Activities

- Science Week (variety of interactive opportunities) and Science Competitions
- Open Lab
- Primary/Secondary Science Activities
- Various research studentships

Provision of Special Services

- Open Lab
- Lunchtime Lessons/Coaching/Tutorials
- Negotiated Curriculum
- English/Hebrew/Russian Glossary

Visual Arts

Aims of the Year 7 – 9 Program

Studies in the Visual Arts are a compulsory element of the Years 7 and 8, whilst at Year 9 Visual Arts is offered as an elective. The Visual Arts Faculty aims to offer every child the opportunity to experience the excitement and enjoyment that accompanies creativity, through a series of structured programs which allow and promote the development of individual potential.

The aim of the Visual Arts curriculum is to expose students to a broad variety of media and art forms. This enables students to develop literacy in the visual arts as they work toward the following MYP objectives:

Knowing and Understanding

Through the study of artists, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. This knowledge, alongside an understanding of the role of the arts in a global context, informs and inspires students in developing their own artwork.

Developing Skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realisation.

Thinking Creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.

Responding

Students have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art which demonstrates students ability to transfer new learning, reflecting on their own art or on the art of others.

These objectives are the basis for planned sequential development through year 7-8. To achieve this aim, all students will have opportunities to develop skills, knowledge, attitudes, and understanding in a broad range of art forms, including Painting and Drawing, Ceramics, Sculpture, Printmaking and Design. With this experience comes the possibility for each pupil to express themselves non-verbally, to learn to interpret the world to which we all belong within a variety of visual formats, develop manual and technical skills, and to foster an interest which may evolve into a lifelong ambition. Interaction with other students in the cooperative, supportive atmosphere that accompanies creative pursuits in a studio setting can be valuable to many students in developing self-confidence. Many pupils achieve recognition and acceptance through their achievements in the creative arts more readily than they do elsewhere in their studies. Our aim is to maximise the potential for these positive experiences.

Students will learn how the arts operate in and contribute to societies and cultures within local and global contexts. They will themselves contribute actively to the visual arts by making, presenting, and responding to art works. Students will appreciate the significance and value of art forms in different contexts. To do so effectively, they need to understand the ideas and messages expressed in traditional and contemporary art forms in the local and International communities.

Pupils who wish to pursue Art can do so through the elective Visual Art in Year 9. As students progress through our courses, they will gradually come to learn the technical language of the Visual Arts, as well as the language of Art Appreciation, and feel more comfortable within this creative field.

Visual Arts and the Australian Curriculum

The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting artworks”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of display and celebrate our students achievements through school exhibitions as well as participating in exhibitions and competitions in the wider community.

Structure of the Three-Year Program (Year 7 – 9) in the Visual Arts Faculty Subjects Offered

Year Level	Subject	Core (C) or Elective (E)	Duration Year/Sem	No. of Lessons Per Week
7	Visual Art (Including Painting and Drawing, Ceramics and Design)	C	Semester	3
8	Visual Art (Incorporating Printmaking, Design, Painting and Drawing and Sculpture)	C	Semester	3
9	Visual Art and Sculpture (Incorporating Painting and Drawing, Design, Assemblage, Construction and Carving)	E	Semester	3

Broad Areas of Study

Year 7 Visual Art (Core subject)

Pupils undertake studies in the following areas:

- Painting and Drawing – perspective 1 point, portraiture using line and form and shape, colour wheel, painting using abstraction and analogous and/or monochromatic colours;
- Ceramics – hand building, modelling and surface decoration;
- Design – art elements and principles, communicating ideas with visual effectiveness;
- Research – a study of artists and artworks relevant to practical activities.

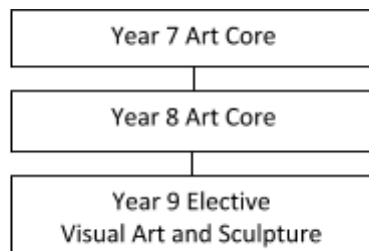
Year 8 Visual Art (Core subject)

- Painting and Drawing –perspective 2 point, line, texture and pattern in drawing, painting the constructed environment, complementary colours;
- Printmaking – lino process;
- Design – art elements and principles, communicating ideas with visual effectiveness;
- Sculpture - altered book sculpture;
- Research – a study of artists and artworks relevant to practical activities.

Year 9 Visual Art and Sculpture (Elective)

- Drawing – observational and imaginative exercises;
- Painting - acrylics appropriation of an admired artist;
- Research – a study of artists and artworks relevant to practical activities;
- Sculpture - research and application of found objects and assemblage art practices.

Links Within the Year 7 – 9 Program



Enrichments/Activities/Co-Curricular Programs

- Mount Scopus Photography Competition
- Excursions Year 7 NGV, Year 8 incursions, Year 9 NGV, Year 10 Street art tour.
- Exhibitions of visual art work both within and outside of the college.
- Creating artworks for the broader College environment e.g. murals, Arts Captain activities at lunch, posters, Jewish Life related arts activities.
- Students are also encouraged to enter community exhibitions and competitions (B'nai Brith, Ilford, and other competitions).

Provision of Special Services

Art rooms are open, and teachers are available to assist individual students with their work as often as possible outside of scheduled class time, e.g. during lunchtime and during 'free' periods, or after school for senior students.

Opportunities for Further Study

Year 9 Visual Art and Sculpture

Year 10 Visual Arts Electives include Visual Art, Art Photography and Media Film.

Students who may wish to take VCE Art Units 1 and 2 in Year 11/ Media 1 – 2 / Visual Communication Design 1 – 2, should have completed a Visual Arts elective at Year 10.

Art (Units 3 and 4), Studio Arts (Units 3 and 4) Media Studies (Units 3 and 4) and Visual Communication (Units 3 and 4) are offered at Year 12.

Subject Descriptions Year 7

[English](#)

[English as an Additional Language \(EAL\)](#)

[History](#)

[Geography](#)

[Hebrew](#)

[Judaic Studies](#)

[Mathematics](#)

[Music](#)

[Physical Education](#)

[Sport](#)

[Science](#)

[Design and Technology](#)

[Visual Art](#)

Aims

The Year 7 course aims to develop students' English skills in line with the IB and the Australian Curriculum by encouraging them to be more discerning users of the language through the following practices:

- To use strategies to assist students to listen to a range of views objectively;
- To encourage students to become more aware of how individuals use spoken language to convey meaning;
- To encourage students to develop their own spoken language skills to enable them to plan and prepare responses for different audiences and purposes;
- To expose students to a range of literature through classroom discussions of set texts, as well as wide reading;
- To use strategies to assist students to interpret a range of textual types, including novels and poems, exploring some complex ideas;
- To encourage students to form an opinion about the characters and the themes explored in textual material, drawing on supporting evidence for their points of view;
- To assist students to develop their ability to recognise and to explore symbols in textual material;
- To use strategies to aid students in being able to critically assess a current issue, through considering both sides of the argument;
- To teach skills to assist students to research and mount an argument in support of a particular issue;
- To use strategies to improve students' ability to use the conventions of the English language, including the development of their vocabulary;
- To teach students how to plan and edit their written work;
- To use strategies to teach students to write for different audiences and purposes; and
- To concentrate on teaching students how to write personal, reflective pieces of writing, using detail.

Content

The key areas covered include:

- Three texts (at least) to be studied through the year.
- Comprehension, grammar and vocabulary extension work through prepared exercises and articles of current interest.
- Newspaper work on issues.
- Poetry from various poetry anthologies.
- Wide reading scheme.
- Spoken language exercises from various sources.
- Examples for modelling various styles and models of writing from various sources.

Enrichment Activities

- Intra and inter school debating
- Public speaking competitions
- Baron Snider Speaking Competition
- Essay and poetry competitions
- English week competitions
- Creative Writing Club
- Tournament of Minds

EAL tutorials are offered to all students whose first language is not English, and to students from non-English speaking backgrounds who need extra language help. These tutorials are provided on a needs basis with students able to gain assistance with all language-based school work.

Aims

To assist students to gain competency in all areas of the English language including reading, writing, speaking and listening.

Content

- Spoken language skills including pronunciation, grammar, vocabulary and listening skills.
- Reading practice and skills including Reading Comprehension based on extracts from literature, and newspaper or magazine articles.
- Vocabulary development.
- Written language skills including writing in the different genres of Persuasive/ Argumentative, Personal/Imaginative, Factual/Informative, and instructional writing. Lessons also cover punctuation skills.
- Formal grammar lessons tailored to students' individual needs, covering sentence, parts of speech, irregular verbs, and other grammatical features of the English language.
- The teaching of spelling rules and individual spelling lists.
- Computer competency, specifically targeting software programs such as Google Docs and Slides, which are utilised in other subject areas.

The emphasis of this course is the development of essential knowledge and skills relevant to the discipline of History, as set by the Australian Curriculum, and in line with MYP criteria.

Knowledge Aims

- To understand the term History
- To understand concepts relevant to History and to gain knowledge of the world map
- To understand the term “ancient civilisation”
- To gain in depth knowledge of four ancient civilisations - Ancient Australia, Ancient Egypt, Ancient Greece and Ancient China.
- To gain in depth knowledge of Australia’s relationship with Asia and at least one Asian nation - Ancient China

Skills Aims

- To interpret maps
- To create timelines
- To sequence events
- To plot on a map
- To use and evaluate the relationship of primary and secondary sources of evidence
- To gather, sort and organise information
- To use Design and Technology for research and presentation
- To compare and contrast lifestyles during ancient times and the present day

Learning Processes

- To work both collaboratively and independently
- To reflect and self-evaluate
- To draw conclusions and make connections between ideas
- To think about ways of applying newly gained information to other situations
- To be articulate and confident in the expression of beliefs and ideas
- To possess the confidence to explore new ideas

Content

Content and Skills in History are driven by Australian Curriculum standards.

- A skills based unit exploring the theme ‘What is History?’
- An in-depth study of three ancient civilisations incorporating the skills acquired previously.

Assessment Activities

Assessment activities are based on clear MYP criteria. Tasks include research projects, writing tasks, oral presentations, role-plays and tests.

Further Study

History subjects Years 8 – 12.

The emphasis of this course is the development of essential knowledge and skills relevant to the discipline of Geography, as set by the Australian Curriculum, and in line with MYP criteria.

Aims

To ensure that students develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world;
- A deep geographical knowledge of their own locality, Australia, Asia-Pacific region, the World;
- The ability to think geographically using geographical concepts;
- Competent, critical and creative use of geographical inquiry methods and skills;
- As informed, responsible and active citizens who can contribute to the development of an environmentally sustainable, economically resilient and socially just world; and
- Their understanding of the **key concepts** - place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at local to global locations.

Key Inquiry Questions

- How does people's reliance on places and environments influence their perceptions of them?
- What effects does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Content

The semester will be divided into three units:

- Introduction to Geography
- Water in the World
- Place and Liveability

Assessment

Clear MYP criteria will be applied to closely guide the assessment of:

- Research Projects
- Fieldwork
- Class Activities
- Writing Tasks

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

Further Study

Geography in Years 8 – 10.

Learning Hebrew in Hebrew is a priceless intellectual challenge for the students; it deepens students' knowledge and broadens their horizons as thinkers and creators. In the Hebrew department we concentrate on developing the students' communication skills in Hebrew, reflecting the importance of the contribution of the Hebrew language to building strong connections to Israel and Jewish identity.

Aims of the NETA Curriculum

Hebrew Language Learning

The program cultivates all aspects of Hebrew language learning - grammar and content, conversations and literature, poetry and factual information, drills and exercises and topics for lively discussion, songs and moral dilemmas, writing assignments and independent reading, current events and Biblical texts.

The Materials

The program offers materials for all Hebrew levels, from beginners to advanced. The materials introduce students to Hebrew of all historical periods: biblical, rabbinic, medieval, enlightenment and modern.

The Technology

Technology enhances and supports learning with audio recordings, interactive technology, documentary films, and more. As students speak, read, write, and listen to spoken Hebrew, they encounter new viewpoints on daily life in Israel, Jewish tradition and history, and general world knowledge.

Curriculum and Materials

The NETA-CET curriculum and materials encourage an ongoing and dynamic interaction between content, linguistic and skill development.

They offer a wide variety of genres - prose and poetry, conversations, interviews, articles, notes, questioners and more; opportunities to master the 4 communicative skills - reading, writing, listening and speaking; and a sequential progression of grammar and linguistics.

Active linguistic ability is built gradually along a sequential progression of increasing length and complexity of texts, richer vocabulary and a greater syntactic complexity.

Communicative and Linguistic Achievements

The list of achievements in this starts with the communicative aspects and moves to the linguistic elements. The linguistic elements are based on a structured syllabus of morphology and syntax.

The following terms are used to describe students' achievements throughout all the units:

- Text: any full linguistic expression – spoken or written;
- To listen/to read: in these activities understanding is stressed;
- To role-play/to discuss: role-play is taking the role of others, discussion – is presenting your own view;
- Dictionary use depends on being able to use the verb in the third person masculine, past tense.

The curriculum specifies clear goals and measures of achievement, and is accompanied by standardised tests written by the curriculum development team and educational evaluation experts.

The curriculum is made up of three levels: beginners, intermediate and advanced. At each of these levels there are communicative and linguistic goals.

NETA Level	Beginners level (New active vocabulary 1200 words)	Intermediate level (New active vocabulary 1200 words)	Advanced level (New active vocabulary 2000 words)
Writing	<ul style="list-style-type: none"> • Short notes (greeting, apology, thanks, invitation). • Personal letter 100 words. • Impersonal letter (announcement, request, report) 80 words. 	<ul style="list-style-type: none"> • Forming tables from text. • Personal or historical chronological report 15 sentences. • Theoretical analysis of reasons, results, and purposes 200-250 words. 	<ul style="list-style-type: none"> • Writing standard modern Hebrew in various forms of communication (memo, letter, essay on a theoretical subject) 250-300 words.
Reading	<ul style="list-style-type: none"> • Comprehension of informative paragraph in elementary Hebrew 15-20 sentences. • Comprehension of opinion supported by reasons in elementary Hebrew. • Comprehension of a short story in elementary Hebrew 15-30 sentences. • General comprehension of a simple poem, midrash, or biblical verses. 	<ul style="list-style-type: none"> • Press releases and articles in journalistic style in elementary Hebrew 30-35 sentences. • Short story partially adapted to elementary Hebrew 70-100 sentences. • General comprehension based on key words, syntactic structures, and morphology of poetry, midrashim or biblical verses. 	<ul style="list-style-type: none"> • Independent comprehension of a literary work in its original form 100-150 pages. • Independent extensive reading of general news and short articles in a Hebrew newspaper. • Independent extensive reading of classical writings (narrative chapters of the Bible, Mishna and midrashim) and modern Hebrew poetry.
Speaking/Listening	<ul style="list-style-type: none"> • Dialogue about school, family, entertainment, personal preference, or place description - 8 sentences per speaker. • Interview questioning, answering, reporting - 8 sentences per speaker. • Expression of opinion with supporting reasons - 3-4 sentences. 	<ul style="list-style-type: none"> • Conversation on any topic - 20 sentences per speaker. 	<ul style="list-style-type: none"> • Conversation on any topic - 30 sentences per speaker. • Short lecture on theoretical topic - 5 minutes.

NETA Level	Beginners level (New active vocabulary 1200 words)	Intermediate level (New active vocabulary 1200 words)	Advanced level (New active vocabulary 2000 words)
Speaking	<ul style="list-style-type: none"> • Dialogue about school, family, entertainment, personal preference, or place description – 8 sentences per speaker. • Interview: questioning, answering, reporting – 8 sentences per speaker. • Expression of opinion with supporting reasons – 3-4 sentences. 	<ul style="list-style-type: none"> • Conversation on any topic – 20 sentences per speaker. 	<ul style="list-style-type: none"> • Conversation on any topic – 30 sentences per speaker. • Short lecture on theoretical topic – 5 minutes.

This course incorporates the individual disciplines of Jewish History, Tanach, Toshba and Israel Studies. The subject is taught for ten periods over a two week cycle for the duration of the year.

1. Jewish History

Aims

The Jewish History component of the curriculum aims to develop pride in the Jewish identity of students through studying the history of the Jewish people. It is intended to impart to students an awareness and appreciation of the Jewish past and an understanding of Jewish life today. Students will be encouraged to develop research skills using primary and secondary sources. The analysis and interpretation of events and documents is central to the course.

Content

- Overview of Biblical History through to the First Exile
- The Jewish People Return to Judea from Babylonia
- Ezra and Nehemiah
- Life under Persian rule
- Life in Judea under Greek rule

2. Tanach

Aims

The importance of Tanach education lies in its unique place as the foundational text of the Jewish people's religion, history and culture. Through the study of Tanach students can learn the norms, values and ethics which make up the basis of the Jewish religious tradition. They learn the narratives that expose them to the major personalities, and the nation-forming events of the Jewish people.

The Tanach component of the curriculum begins with familiarising students with skills in navigating the Tanach. Emphasis is placed on the acquisition of skills necessary to examine and analyse Biblical texts in an in-depth and engaging manner.

Content

- Selected chapters from the Book of Exodus based on the theme of leadership.

3. Toshba

Aims

Toshba is an acronym of the Hebrew words, "Torah she b'al Peh" which means the Oral Law. This term refers to the vast body of law and lore, which has developed alongside the Written Law of the Bible. Toshba is therefore concerned with the living tradition of Judaism.

The Toshba component of the curriculum is intended to begin to acquaint students with the great texts of the oral tradition, to develop the skills necessary for reading and analysing them, and to enable students to make use of Jewish learning in developing their own identity.

The units being studied centre around material that has been produced by the school. Short extracts from the oral tradition such as Talmud, Midrash and Codes of Jewish Law form the basis of a close analysis of texts relevant to the particular topic being studied.

Content

- Kashrut – the Jewish Dietary Laws [Biblical and Rabbinic texts; significance of rituals; values in Judaism].

4. Israel Studies**Aims**

The Israel Studies component of the curriculum aims to deepen the personal identification of our students with the State of Israel. It is recognised that students need to gain insight into, and an understanding of, the many complexities of Israeli society in order to be able to participate in a meaningful engagement with the modern state. As an introduction, students research the timeline of events since Israel's inception laying the foundations for a study in understanding the significance of these events in Jewish history. Students are also challenged to reflect on how these events inspire, strengthen, and sometimes challenge Jewish identity.

Content

- Timeline of historical events since 1948.

5. Roots Project

- Students research and present their family histories

Additional Information

Judaic Studies as a core subject in Year 7 leads onto Judaic Studies as a core subject in Years 8 – 10.

Aims

The aims for Year 7 MYP Mathematics are to enable students to:

- Develop an interest in and positive attitude towards mathematics;
- Develop confidence in the application of mathematical skills to appropriate situations;
- Revise and consolidate work covered in primary years;
- Introduce various problem solving strategies;
- Introduce new concepts such as algebra and the co-ordinate plane and a more formal approach to presentation of work in preparation for future mathematical study;
- Use appropriate computer software to enhance the learning of geometry and graphing; and
- Broaden the ability to calculate by the use of scientific calculators for routine calculations, and by enabling students to estimate values and to perform more simple calculations mentally.

Content

- **Number:** operations (including Distributive Law) with whole numbers, fractions and decimals; order of operations, index form and square root; factorising skills; percentage, ratio, scale; number patterns; mental calculations; best buys and use of calculators.
- **Algebra:** introductory terms and operations; building and simplifying expressions; building and solving linear equations; the distributive law; the co-ordinate plane – plotting points and graphing linear and non-linear equations.
- **Measurement and Geometry:** areas of rectangles, triangles and parallelograms; volumes of rectangular prisms; views of prisms; translations; reflections and rotations; geometric reasoning.
- **Statistics and Probability:** sample spaces, probabilities for events; issues; stem and leaf, dataplots; mean, median, mode and range.

Enrichment Programs/Activities/Co-Curricular Programs

The following programs will be offered:

- Mathematics and Science Week;
- The Australian Mathematics Competition;
- The Melbourne University Mathematics Competition;
- Mathematics Olympiad;
- The University of Canberra Mathematics Challenge and Enrichment Stages; and
- The Year 7 State-wide Mathematics Games Day.

Support Services

See information in the Mathematics Faculty Overview at the front of this document or on the Mount Scopus Memorial College website.

Aims

- To develop a knowledge and appreciation of music and music history.
- To develop basic aural skills.
- To develop theoretical skills.
- To recognise the instruments of the orchestra.
- To develop skills in individual and group performance.
- Appreciation of different musical styles.

Content

- Activities based around the elements of music such as pitch, rhythm, beat, tone colour, texture and dynamics.
- Identification, both visually and aurally, of the instruments of the orchestra.
- Performing as part of an ensemble.
- Recognition of basic harmony, such as major and minor chords and scales.
- Theory is learned through aural and written studies and learning to play keyboard.
- Creating original work – songs and soundscapes.

Enrichment Activities

- The opportunity to learn a musical instrument at school.
- The opportunity to join an instrumental ensemble or the Scopus choir.
- The opportunity to participate in the College Musical.
- The opportunity to participate in Scopus Idol.
- The opportunity to participate in Music School Soirees.
- The opportunity to participate in the Marc and Eva Besen Orchestra.

Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding;
- Developing Skills;
- Thinking Creatively;
- Responding.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement in skills.

Aims

- To develop an appreciation of the need for an active physical lifestyle and its significant role in optimal health and well being;
- To develop an understanding of the importance of fair play, individual differences, interpersonal relationships, acceptable standards of behaviour, etc;
- To develop a working knowledge of selected major and minor games, rules and strategies; and
- To experience a sense of fun and excitement through physical participation which will lay the foundation for ongoing involvement.

Content

Practical Units include:

- Athletics
- Fitness testing
- Aquatics – stroke development
- Dance
- Gaelic Football
- Table tennis

Structure of Courses

Students are involved in a single period of Physical Education per week throughout the year. All students are involved in one full afternoon of sport each week.

Aims

- To challenge the student body through physical individual and team activities;
- To develop an understanding of the importance of fair play, individual differences, interpersonal relationships and acceptable standards of behaviour;
- To develop social and communication skills;
- To provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies;
- To provide a program that will positively impact upon the student's health and well-being and therefore directly improve their ability to concentrate while studying;
- To experience the inherent benefits of being a member of a team;
- To experience the responsibilities associated with being a member of a team;
- To present students with the opportunity to represent their school; and
- To develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne Sporting Association.

Content

House Sports conducted during Terms 1 and 2:

<ul style="list-style-type: none">● Athletics● Aussie Handball● Basketball● Cricket● Football	<ul style="list-style-type: none">● Handball● Soccer● Swimming● Table Tennis● Tennis● Touch Rugby● Volleyball
---	---

EISM Sports available to students for Terms 3 and 4:

<ul style="list-style-type: none">● Basketball (Boys and Girls)● Cricket (Boys and Girls)● Football● Hockey (Boys and Girls)● Netball	<ul style="list-style-type: none">● Softball● Soccer (Boys and Girls)● Table Tennis (Boys and Girls)● Tennis (Boys and Girls)● Volleyball (Boys and Girls)
---	--

Structure of Program

Students are involved in two compulsory periods of Sport each week. During Semester One they participate in time trials for both Swimming and Athletics, followed by a series of House matches in a variety of sports. Towards the end of Term 2 they are expected to "try out" for one of the eight EISM sports on offer for Term 3. All students will be allocated to a squad for each sport.

The delivery of the Year 7 Science program is guided by principles of teaching and learning, where teachers act as coaches and facilitators in student-centred learning. Curriculum planning has taken into consideration the variety of styles of learning and that different students learn in different preferred styles. Student research and investigations are driven by essential questions such as 'Who am I?', 'How do we solve mysteries?', 'Is seeing believing?' and 'What is evidence?'.

Aims

- To provide an appropriate environment for students to develop as autonomous active learners in the study of Science;
- To provide learning experiences that engage students in different learning styles;
- To introduce students to the laboratory set up and procedures involved in scientific study;
- To teach students safe and orderly conduct in the laboratory through a series of practical activities;
- To introduce students to the idea of thorough, and precise scientific analysis and recording of scientific data;
- To develop in students the skill of competently handling laboratory equipment;
- To familiarise students in scientific investigation using a variety of resources and different modes of presentation;
- To promote student cooperation within group work; and
- To develop basic computer skills including CD-ROM research, word processing, spreadsheets, presentations through PowerPoint and graphics.

Australian Curriculum Science is grouped under three strands.

The three strands of the curriculum are interrelated and their content is taught in an integrated way. The strand Science Understanding is addressed in the following topics:

Year	Biology	Chemistry	Physics	Earth and Space Science
7	Classification Cells	Mixtures States of Matter	Motion and gravity forces	Earth, resources, water cycle

The introductory topic, 'Skills of a Scientist', goes a long way to cover many of the aspects of both the Science as a Human Endeavour and Science Inquiry Skills strands. As suggested in the ACARA document, the Science Inquiry Skills and Science as a Human Endeavour strands are described across a two year band.

Enrichment Activities

- Excursion – Melbourne Zoo
- Environmental study of local pond and creek
- Science projects and presentations
- Australian Schools Science Competition

Students require goggles, coat or smock or old shirt (from home – not on book list).

Design and Technology subjects enable students to become skilful problem solvers by working through the Design cycle. They achieve this by being trained to appreciate the role of Design and Technology in everyday life and society and responding critically and resourcefully to real life challenges. The subject draws upon student resourcefulness and ingenuity by applying skills to create and evaluate products or solutions to problems. This course is interactive and as required in industry applies an extensive range of technologies to produce final work.

Aims

To encourage and enable students to:

- Develop an appreciation of the significance of Design and Technology for life, society and the environment;
- Use knowledge, skills and techniques to create products/solutions of appropriate quality;
- Develop problem-solving, critical and creative thinking skills through the application of the Design cycle; and
- Use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.

Examples of Projects

- Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions.
- Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.
- Analyse how food is produced when designing managed environments and how these can become more sustainable.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating. There is a cooking incursion to explore properties of food.

Skills to be Developed

- Research and inquiry
- Design drafting
- Manual dexterity
- Poster design
- Working with different types of materials
- Time management

Assessment and Reporting

Clear MYP criteria for Design and Technology will be applied to closely guide the assessment of skills in inquiry planning, designing, constructing and evaluating the end-product. Reports will describe student performance in terms of the MYP criteria for Design and Technology and recommend approaches for improvement and refinement of skills.

Aims

As a compulsory unit, Year 7 Visual Art is designed to develop an awareness and interest in various forms and methods within the visual arts. Students gain confidence and independence working through projects designed to cater for a broad range of abilities. Students will create art that represents their ideas, experiences and feelings. Research of selected artists/artforms underpins all student investigations and includes a study of Aboriginal Art. Student research and investigations are driven by statements of inquiry such as “How do I perceive?”, “Who am I?” and “How do the Arts communicate life, joy and suffering?”. Students work through the creative cycle (investigating, creating, and reflecting) and will:

- Develop skills in various methods of representing and interpreting the world about them;
- Develop an awareness of form and composition, both two-dimensionally and three-dimensionally;
- Learn to discriminate between various media and understand the various inherent qualities of those media;
- Learn to articulate using artistic language;
- Come to value art as a means of self-expression and aesthetics; and
- Appreciate the ideas and messages expressed in traditional and contemporary art forms.

Provision of Special Services

Art rooms are open, and teachers are available to assist individual students with their work as often as possible outside of scheduled class time e.g. during lunchtime, and during ‘free’ periods or after school for senior students.

Students will explore a variety of learning activities, material and techniques which may include:

Painting and Drawing

- Painting and Drawing – flat colour, blending, stippling
- Drawing media and techniques – pencil, oil pastel
- Portraiture, proportions of the human head
- Line and tone to create form
- Colour and shape and textural investigations in collage
- Colour – colour wheel, primary, secondary, warm/cool and analogous colours
- Geometric/freeform shape
- Negative/positive shape

Design

- Composition – Art elements and principles
- One point perspective
- Developmental workbook investigations and annotations

Ceramics

- Coil building
- Slab-making
- Modelling
- Surface decoration and glazing

For example students may:

- Create a self-portrait and transform this into an abstract interpretation using mixed media.
- Create a ceramic sculpture based on the investigations of Aboriginal culture or sustainability.
-
- Create an abstract painting based on investigation of Indigenous Art.
- Create a drawing of a gallery using knowledge of one point perspective.
- Create a mixed media painting which comments on environmental issues using recycled materials.

Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding;
- Developing Skills;
- Thinking Creatively;
- Responding.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement in skills.

Visual Arts and the Australian Curriculum

The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting artworks”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of display and celebrate our students achievements through school exhibitions as well as participating in exhibitions and competitions in the wider community.

Further Study

This course leads on to Year 8 Visual Arts, Year 9 Visual Arts and Sculpture, Year 10 Visual Arts, Year 10 Digital Photography Art, Year 10 Media Film, and VCE Art, Studio Art, Media and Visual Communication Design.