



Curriculum Statement 2022

Aim & Purpose

To equip students with a strong academic and social education while also helping them to develop the skills required to be healthy, flexible thinkers and citizens who contribute positively to the world. With a rich history of educating young women to take their place in a globalised world, our dedicated teachers are always seeking to innovate the curriculum and remain at the forefront of educational theory and practice. We are committed to providing an environment that nurtures the mind, body, and spirit.

Our students travel from over 45 postcodes to attend our College. As the only government girls' school in the south-eastern suburbs, we have an important role to play in the education of young women so that they reach their full potential.

This document contains extracts from a range of curriculum documentation such as the MGSC College Profile, the VET Handbook, and the Year Level Handbooks and references the School Strategic Plan 2018-2022. These documents contain details of curriculum options available at each year level. Assessment and Reporting documentation are not referenced in this document. See [Curriculum Handbooks](#) on our Website for further information.

Strategic Intent

The Strategic Plan (2018-2022) states that all students will develop compassion and tolerance in a dynamic learning environment, enabling them to make a fulfilling contribution in local and global communities. Within the Strategic Plan, we recognise that importance in promoting and celebrating:

- Diversity, Understanding, Respect and Compassion
- School Pride and Student Wellbeing
- The Development of the Whole Person
- Student Leadership, Agency and Voice
- Collaboration and Team Work
- Striving for Personal Best
- Problem-based Learning and Challenging Thinking
- Engaging with Emerging Technologies

The school is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10 and the Victorian Certificate of Education (VCE) including the Vocational Major.

Curriculum Structure

The school is organised into Junior, Middle and Senior sub-schools in which curriculum, pedagogy and personal learning are driven by the latest research about girls' education with the goal of guiding each student towards their full potential.

The College incorporates the individuality of students through inclusive, differentiated methods and practice of teaching that builds student choice into programs to reflect the varying and growing autonomy of the learners. It is proud to incorporate and embed:

- Programs that affirm the role of young women in a changing society through access to role models, explicit learning units, curriculum focus, leadership roles and an affirmative culture.
- Data-informed teaching and learning programs to meet learners at their individual point-of-need in subjects, with identification of each learner's abilities in a range of areas, to deliver differentiated learning in an inclusive environment.
- Regular feedback from staff, peers, and self to guide learning and develop skills for effective attainment of goals.
- Rigorous and engaging curriculum that applies the Victorian Curriculum standards, the VCE and the MGSC instructional model for best practice and proven current theories on girls' learning, social and developmental needs.
- A learning environment based on respect, responsibility, rights and self-efficacy, made explicit through personal learning programs, classroom culture and school structure.
- Specialised focus on the STEAM subjects to encourage girls' participation and success in these fields.
- Extensive programs in music, sport, and arts to foster the development of the whole person.
- A camps program to build relationships and develop an ethos of respect, responsibility, and rights.
- Learning in purpose-built environments with authentic learning experiences and specialised technologies.
- Examinations from year 9 to develop study skills and time management.
- Course and careers counselling programs to connect girls with the world of work and the range and requirements of careers and pathways.

The Enhancement Program

- The Enhancement Program is designed to engage girls whose need for an academic challenge is greater than the average. It aims to foster the development of a life-long interest in learning that will extend far beyond the VCE.
- The program offers extension studies in English, Mathematics, Humanities, and Science and focuses on the use of rich tasks and inquiry-based learning. The instrumental music is incorporated into Enhancement too.
- These students work at greater depth and have many opportunities to pursue their interests within each unit of study. They take a deeper look at their topics and make more connections between their studies and the world beyond the classroom. They are encouraged to see how their subjects connect to each other instead of thinking of them as isolated.
- The program runs from year 7 to year 9. Students who have taken part are able to participate in multiple Unit 1 & 2 subjects in year 10.

The Music Program

A formal music education is proven to lead to better academic results, improved confidence and self-esteem, and personal growth and social development. Our College is very proud of its rich music program starting with the Band forms in year 7.

Year 7 and 8 students learning brass, woodwind, percussion, or brass can elect to be in a music specialist class (known as a Band Form) where all of their classmates also learn musical instruments.

Instrumental Music tuition is offered across the full range of orchestral instruments. All instrumental music students perform in one of our high performing ensembles. These groups perform at school events, concerts, assemblies, community events, and local festivals. They regularly participate in competitions and workshops. A music camp is scheduled each year.

Languages

The college offers two languages. They are Japanese and French. The study of a language is compulsory in Years 7 and 8 and becomes an elective in Year 9. The College has a sister-school relationship with Nakamora High School in Japan. Overseas trips are organised for both French and Japanese language students.

S.T.E.A.M. & Emerging Technologies

We offer a broad range of STEAM subjects (Science, Technology, Engineering, Arts, and Maths). Science is a compulsory subject in Years 7 to Year 10. There are a range of VCE Class Science classes such as Environmental Science, Physics, Biology, Psychology, and Chemistry.

Arts & Technology

Art, Performing Arts, and Technology are part of the core curriculum in Years 7 and 8. Year 9 students are required to select at least one subject from the arts and technology subject areas. Year 10 students have a range of Arts & Technology classes to choose from as shown below:

Year 7	Year 8
<ul style="list-style-type: none">• Music (whole year)• Art (whole year)• Textiles (1 semester)• Drama (1 semester)• Digi Tech (whole year)	<ul style="list-style-type: none">• Music (whole year)• Wood (1 semester)• Food (1 semester)• Drama (1 semester)• Art (1 semester)

Year 9	Year 10
<ul style="list-style-type: none">• Design & Technologies (Metals & Wood)• Design & Technologies (Textiles & Plastics)• International Foods & Culture	<ul style="list-style-type: none">• Art• Media• Ceramics• Visual Communication Design• Dance Skills & Performance• Music Performance• Design It. Wear it• Design It. Work It• App Design & Development & Design• Food for Life

Health, Physical Education and Sport

Health and Physical Education classes are part of the compulsory curriculum in Years 7 to 10. Sport is a timetabled subject in Years 7 & 8. At Year 10 Health & Physical Education, become a subject known as *Thrive*. Students at all year levels can compete in the Beachside Division sport program.

In addition to the core Health & PE subject offered at Year 9 and the *Thrive* subject at Year 10, the elective program offers the following subjects in Years 9 and 10.

Year 9	Year 10
<ul style="list-style-type: none">• Fitness & First Aid• Outdoor Education	<ul style="list-style-type: none">• Healthy Minds, Healthy Habits• Inside the Human Body• Outdoor Education & Environment• Sport Coaching

Science

Science is a core subject in Years 7 – 10. In Year 10, the students are enrolled in a core Science subject for semester one and can self-select from the following subjects in semester 2. All students in year 10 must study a science elective in semester 2.

Year 10	
Core Science (Semester 1)	Compulsory Elective (Semester 2) Students select only 1
	<ul style="list-style-type: none">• Biochemical Science
	<ul style="list-style-type: none">• Science in our World
	<ul style="list-style-type: none">• Physical and Biological Science

Active Links to Learning (ALL)

ALL is a Year 7 English and Humanities subject. The same teacher teaches Humanities and English. Refer to the Humanities and English sections of this document. The themes in each subject cross over both of these subject/curriculum areas. The philosophy behind the combining of these subjects is that the teacher will spend a significant amount of time with the class, thus assisting the students with their transition process from Primary School to Secondary School.

Humanities

Humanities is a core subject at years 7 – 9 and becomes an elective in Year 10. In Year 7, students undertake the study of Humanities through the Year 7 ALL Program.

The following Humanities electives are offered in Year 10:

Year 10 Electives	
<ul style="list-style-type: none">• Fascists & Dictators	<ul style="list-style-type: none">• Gender Agenda
<ul style="list-style-type: none">• Politics & Power	<ul style="list-style-type: none">• Unlimited Wealth

English

English is a core subject at years 7 – 12. In Year 7, students undertake the study of English through the Year 7 ALL Program. See the Handbooks for further information. At Year 9, students can select Advanced English as an elective. At Year 10, students can select English as a Second Language (criteria apply) as their core English. Literature is an elective at year 10.

Year 9 Electives	Year 10 Electives
• Advanced English	• Literature

Mathematics

Mathematics is a core subject from Years 7 to 10. At Year 10, students there are three streams of Mathematics that will cater for the range of ability that students may have. They are Core Mathematics, Advanced Mathematics, and VCE Foundation Mathematics. The majority of students in year 10 will study Core Mathematics. Some students will be invited by the Mathematics Domain to study Advanced Mathematics.

VET Studies

Vocational education and training (VET) enables students to gain qualifications for many types of employment and specific skills that will help them in the workplace. VCE VET studies provide students with additional learning opportunities that support later tertiary studies or employment opportunities. Students that undertake VCE VET studies gain a range of workplace and organisational experiences, and skills that will be advantageous in future study and work situations. The range of VET Studies will be printed in the Year 10 and VCE Handbooks.

The Victorian Certificate of Education (VCE)

The VCE is suitable for students who are applying to tertiary studies that require an ATAR. The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

Year 10 students can elect to study Unit 1 & 2 a number of subjects. See the Year 10 Handbook for further information. Students that have participated in the Enhancement Program in Years 7 - 9 are eligible to apply to study two VCE subjects.

The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit. The college offers a range of VCE subjects:

Accounting, Art, Biology, Business Management, Chemistry, English, English as an Additional Language, Literature, Environmental Science, Food Studies, Health & Human Development, History, Languages, French/Japanese, Legal Studies Mathematics – General/Further Mathematics, Maths Methods Mathematics, Specialist Maths, Media, Music, Performance Outdoor, Environmental Studies, Physical Education, Physics, Product Design and Technology, Psychology, Sociology, Theatre Studies and Visual Communication Design.

The VCE Vocational Major

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. Four new subjects have been added to the VCE that will make up the core of your program. It takes what is called an ‘Applied Learning approach’. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context and relates directly to their own future, is within their own control, and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

The Vocational Major is suitable for students in years 11 and 12 whom:

- Would benefit from an applied learning approach to teaching and assessment.
- Would benefit from the flexibility to combine SWL and SBAT in their senior school program.
- Are not requiring a direct pathway to university via an ATAR.

VCE VM Subjects	
• 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)	• 3 other Unit 3-4 sequences
• 2 VCE VM Numeracy or VCE Mathematics units	• 2 VCE VM Work Related Skills units
• 2 VCE VM Personal Development Skills units,	• 2 VET credits at Certificate II level or above (180 hours)
<i>Most students will undertake between 16-20 units over the two years. Students can also select other VCE subjects and structured workplace learning.</i>	

The Curriculum Structure for 2023

	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective/ Optional
YEAR 7	English	8	480	*	
	Maths	8	480	*	
	Science	6	360	*	
	Humanities	6	360	*	
	LOTE	5	300	*	
	HPE & SPORT	6	360	*	
	Music	2	120	*	
	Art	3	180	*	
	Textiles / Drama	4	240	*	
	Digi Tech	2	120	*	
	TOTAL	50	3000	*	

	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective/ Optional
YEAR 8	English	8	480	*	
	Maths	8	480	*	
	Science	6	360	*	
	Humanities	6	360	*	
	LOTE	5	300	*	
	HPE & SPORT	6	360	*	
	Music	3	180	*	
	Wood / Food	4	240	*	
	Drama / Art	4	240	*	
	TOTAL	50	3000		

	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective/ Optional
YEAR 9	English	8	480	*	
	Maths	8	480	*	
	Science	7	420	*	
	Humanities	6	360	*	
	HPE	6	360	*	
	Elective	5	300		*
	Elective	5	300		*
	Elective	5	300		*
	TOTAL	50	3000		

YEAR 10	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective / Optional
	English	8	480	*	
	Maths	8	480	*	
	Science	7	420	*	
	Thrive	3	180	*	
	Elective 3	8	480		*
	Elective 4	8	480		*
	Elective 5	8	480		*
	TOTAL	50	3000		

VICTORIAN CERTIFICATE OF EDUCATION					
VCE	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective / Optional
		No periods	Time (mins)		
	English	8	480	*	
	Elective 1	8	480		*
	Elective 2	8	480		*
	Elective 3	8	480		*
	Elective 4	8	480		*
	Elective 5	8	480		*
	TOTAL	48	2880		

VCE/VOCATIONAL MAJOR (VM)					
VCE/VM	Subject	Curriculum Structure 2023 (5 x 60 mins)		Core	Elective / Optional
		No periods	Time (mins)		
	English (3 units – including a Unit 3 & 4 sequence)	8	480	*	
	Maths (2 units)	8	480	*	
	VET (180 hours)			*	
	Work Related Skills (2 – 4 units)	8	480	*	
	Personal Development Skills (2 – 4 units)	8	480	*	
	Other VCE subject as selected	8	480	*	
	TOTAL	48	2880		

- Note: Timetabling advice is forthcoming from DET.

Curriculum Delivery and Documentation

The college documentation processes are evaluated yearly and are communicated through the Curriculum Committee to the Domain Leaders. The Director of Curriculum & Enhancement will work alongside the Director of Pedagogy and Professional Learning to plan for and deliver PD for staff in this important area. The delivery of curriculum content is undertaken referencing the [MGSC FIDE Instructional Model](#), [HITS](#), [Literacy & Numeracy Strategies](#) and [Differentiation strategies](#). All teachers will ensure that:

- Curriculum and associated resources are stored on the MGSC Google Drive.
- Lessons are planned in advance and there is engaging work for their students.
- Lesson Outlines are to be uploaded to Compass each day by 8:30am. This is to assist students with their organisation and preparation for their classes and enable parents to support their children in their learning. See the information on Lesson Outlines on page 121-131 of this document.
- The [MGSC Unit Outline Template](#) is used to document units.
- The [Staff Connect Page](#) will take staff to all up to date documents.
- Differentiation is evident in all Learning Tasks.
- Literacy and Numeracy Strategies are evident in Learning Tasks.
- Projects or assignment work incorporates a choice of presentation of information to cater for a range of learning styles.
- Student work is corrected and returned to students as soon as possible.
- There is constructive feedback for students on Compass against their Learning Tasks.
- Students are NOT permitted to go to their lockers during class – even if they have left something in their locker, or you change your mind and want them to use a textbook.
- Should it become necessary to send a student out of the class, teachers must complete the “Out of Class” section in the back of the student’s planner.
- They are circulating throughout the lesson (even during tests or exams).
- Students are not permitted to use mobile phones and related technology during class time unless it is part of the curriculum.
- They never leave their classroom unattended.

MGSC Unit Outline Template Example

The College has a [Unit Outline Template](#) which can be found in the MGSC Template Gallery. An example of an English Unit plan can be found [here](#).

Teachers are expected to document each unit as they are teaching it and ensure that it is shared on Google Drive. Below is an example of an English Unit where week 1 is displayed. The School Strategic Plan and the Annual Implementation Plan have goals in relation to:

- Literacy & Numeracy
- Differentiation
- HITS
- The MGSC Instructional Model
- Student Agency & Voice.

These aspects should be explicitly mentioned in the Unit Outline.
To see the whole of the unit example, follow the Google Drive Link above.

If you need the links, here they are:

MGSC Unit Outline template (*in the MGSC template gallery*).

<https://docs.google.com/document/u/0/?ftv=1&folder=0AL567UfN-tyYUk9PVA&tgif=d>

Staff Connect

<https://sites.google.com/mgsc.vic.edu.au/mgscconnect-staff/home>

Example of MGSC English Unit

<https://docs.google.com/document/d/18OaNHvaWzyCHT1cDIHeREGhvo5rpqmyHrQISui9gzJY/view>

The MGSC FIDE Instructional Model

TIME	SEQUENCE	ACRONYM	ACTIONS	PEDAGOGY
5	F	Fire up synapses; Focus & Engage	<ul style="list-style-type: none"> ➤ Connect and activate prior learning, emotions, and social relevance ➤ Explicit Outcomes and Success Criteria ➤ Connect online 	Learners develop deeper and more enduring neural pathways when existing knowledge and emotions are activated <i>(Engage)</i>
15	I	Instruct	<ul style="list-style-type: none"> ➤ Explicit instruction and modelling ➤ Explicit transfers of knowledge and skills ➤ Explicit relevance ➤ Substantial, complex learning 	Substantial knowledge is developed through scaffolded direct instruction and/or demonstration. Instructions is data-informed to include and challenge the student cohort. <i>(Explain)</i>
50	D	Do	<ul style="list-style-type: none"> ➤ Apply ➤ Explore ➤ Elaborate ➤ Students make choices from differentiated tasks which provide multiple entry points and engage all learners at their point of need. ➤ Real life examples provide relevance. ➤ Skills for collaboration are embedded. ➤ Critical and creative thinking facilitates transfer of knowledge and skills. ➤ Learner autonomy and expertise is consolidated. 	<p>Relevant learning is promoted through students' own actions, decision making, trial and error, reflection, synthesis, comparing and finding patterns.</p> <p>Social interaction and dialogue shapes exploration and trial of ideas and actions.</p> <p>Learners are supported through scaffolded instruction, familiarity with learning models and thinking tools, global connections to support and extension materials, as well as on-going monitoring by teacher and students.</p> <p><i>(Explore and Elaborate)</i></p>
5	E	Evaluate	<ul style="list-style-type: none"> ➤ Monitor Learning ➤ Metacognition ➤ Authentic On-going Assessment: <ul style="list-style-type: none"> ▪ Formative ▪ Summative ▪ Self ▪ Peer ▪ Benchmarking 	<p>Students are guided by their awareness of explicit Outcomes and Success Criteria.</p> <p>Tiered Rubrics to support Formative and Summative Assessments ensure consistent teacher and student judgements.</p> <p>Sense of achievement.</p> <p>Referencing external benchmarks.</p> <p><i>(Evaluate)</i></p>



Lesson Outlines

All teachers are required to upload their lesson outlines to Compass by 8:30am each day. Lesson outlines are different to Unit Outlines. Lesson Outlines are what will be taught in that class on that day rather than providing an overview of the entire unit.

Context

[The Australian Professional Standards for Teachers \(AITSL\).](#)

The seven [Standards](#) identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

<i>Standard 1</i>	<i>Know students and how they learn</i>
<i>Standard 2</i>	<i>Know the content and how to teach it</i>
<i>Standard 3</i>	<i>Plan for and implement effective teaching and learning</i>
<i>Standard 4</i>	<i>Create and maintain supportive and safe learning environments</i>
<i>Standard 5</i>	<i>Assess, provide feedback and report on student learning</i>
<i>Standard 6</i>	<i>Engage in professional learning</i>
<i>Standard 7</i>	<i>Engage professionally with colleagues, parents/carers and the community</i> ¹

At MGSC teachers work in collaborative teams to develop, document and review curriculum using the MGSC [Unit Outline Template](#). The [Unit Outline Template](#) is for teacher reference only and is accessible from Google. This important work allows all teachers of the subject to access the same information, thus creating consistency across the classes. It is hoped that this will reduce the amount of preparation that teachers undertake each year as the Unit Outline will only need reviewing and the necessary adjustments made.

Documenting both the MGSC Unit Outlines and the Lesson Outlines for each lesson enables teachers to satisfy [Standard 3 Plan for and implement effective teaching and Learning](#) of the Standards.

The primary audience of a *Lesson Outline* are the students in that class. However, parents are also partners in their child's education and, therefore, they are the secondary audience. In planning and sharing this information, teachers at MGSC will meet the following *Focus Areas of Standard 3* (p.14–15). There are four descriptors at career stages – Graduate, Proficient, Highly Accomplished and Lead. The examples below are from the *Proficient Career Stage*. Please refer to the Stage in the Standards that relates to your years of experience.

Focus area 3.1 Establish challenging learning goals which requires us “*to set explicit, challenging and achievable learning goals for all students*”.

Focus area 3.2 Plan, structure and sequence learning programs which requires teachers to “*plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning*”.

Focus area 3.7 Engage parents/carers in the educative process which requires us “*plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning*”.

¹ [The Australian Professional Standards for Teachers. AITSL](#)

This is Our Work – Not Additional Work

As professionals we directly impact on student learning outcomes. The more explicit we are with our expectations, the more our students learning confidence will grow. As professionals we are expected to plan for and deliver a viable curriculum. We are expected to engage with parents in the educative process and the more we do this the more there is a shared understanding between the students, their parents and teachers.

A Bit about the Lesson Outline Exemplars

The Lesson Outline Exemplars shown in the following pages have been shared by Domain Leaders. They vary in some way but the common theme is that they start with a *Learning Intention* and *Success Criteria*. Some teachers use all elements of the MGSC *FIDE Instructional Model* in the Lesson Outline whilst others may only touch on one or two of them based on where that lesson was placed in the Unit. Both approaches enable the students and their parents to have an insight into what will take place in that particular lesson on that day.

Teachers should

- have clear *Learning Intentions* and *Success Criteria*.
- include an outline of the activities that will take place in the class that day.
- provide a link to Google Classroom.
- reference the Google Classroom Resources for students to access soft copies of any resources. Absent students will then have access to all of the resources and are less likely to fall behind.
- any homework to be completed prior to the next lesson should be listed.
- ensure the activites you list are relevant to that lesson and are not a copy and paste from the last lesson. Whilst *Learning Intentions* and *Success Criteria* can be the same throughout the Unit, it is unlikely that a teacher would repeat exactly the same activities each lesson referencing the same pages in the text book, etc.

Teachers should not

- simply leave the message “*see Google Classroom for Instructions*”
- have the same lesson activities for each period of the week for the same class although there may be exceptions such as “*continue to rehearse your part in the play*”.

Hard copies of Resources vs Soft Copies of Resources

- If you have a preference for handing out hard copies to students, the soft copy (digital copy) must also be available for the students to access online in their Google Classroom.
- Students may lose the hard copy or not be present on the day of your class due to illness, sporting commitments or excursions.
- Teachers are not expected to attach resources to the Compass Lesson Outline but if you wish to you can. There should be a message at the bottom of the Lesson Outline that directs students to their Google Classroom for the resources (see the examples).

Where does the planning for the Lesson Outline fit into teachers' working hours?

Teachers working hours provide for face-to-face teaching, hours directly relating to the preparation and correction of those lessons and administrative time. Please refer to the current VGSA for a specific breakdown.

Other Considerations

Whilst the expectation is that the Lesson Outline will be visible to students on Compass by 8:30am each day, teachers can chose to upload it earlier than this should they wish to do so.

If you have a couple of heavy teaching days, one after another, you may wish to consider planning for the next lesson when you have non-teaching time. By doing this you do not need to be uploading your Lesson Outline the night before.

Exemplars of Lessons

Mathematics - Lesson Outline

Learning Intention

To understand gradients of linear lines and how to find the value of the gradient through various methods.

Success Criteria

- I can recall the definition of the gradient of a line.
- I can identify whether a gradient is positive, negative, zero or undefined.
- I know the general form of a linear equation.
- I can identify the gradient in the general form of a linear equation.
- I can find the gradient from the graph on a linear line.
- (Extension) I can find the gradient given two coordinates.

Learning Activities

Class: Watch the Google Slides.

Individual: Access the work plan and complete questions at your level (EX5H and EX5I)

Individual: Write a reflection in the 'completion of work slides' and insert photos of your completed work.

Individual: Answer the quiz questions on google classroom before the end of the lesson.

[Link to resources on Google Classroom](#)

Year 9 Enhancement Mathematics - Lesson Outline

Introduction to Perimeter - Today's lesson and finish in class tomorrow.

Learning Intention

- Convert and understand units of measure.
Calculate the perimeter of closed shapes

Success Criteria

- I can convert units of length.
- I can write measurements in scientific notation.
- I can solve questions relating to perimeter.
- I can solve problems using units and scientific notation.

Lesson activities

Understanding Measurement Presentation

1. Different units of measurement and conversions - Ex 7A - examples and notes (paste conversion sheet in notes book).
2. Writing numbers in Scientific Notation - Ex 7A - notes and examples.
3. Comparing units in Scientific form.
4. Finding perimeter - reminder to check units and formulas page.
5. Complete questions from Ex 7A and 7B (finish 6A and 6B first).
6. Collect Perimeter worksheet from Mrs R - complete and hand in.

[Link to resources on Google Classroom](#)

Year 9 Enhancement Mathematics - Lesson Outline

Introduction to Perimeter (Continued from yesterday)

Learning Intention

- Convert and understand units of measure.
To be able to find the perimeter of a closed shape

Success Criteria

- I can convert units of length.
- I can write measurements in scientific notation.
- I can solve questions relating to perimeter.
- I can solve problems using units and scientific notation.

Lesson activities

1. Perimeter Challenge presentation.
2. Comparing units in Scientific form.
3. Finding perimeter - reminder to check units and formulas page
4. Complete questions from Ex 7A and 7B (finish 6A and 6B first)
5. Go to Google Classroom and select one of the worksheets - Pythagoras Theorem in 3D or Spiralling out.
6. Collect Perimeter worksheet from Mrs R - complete and hand in.

Homework

- to be completed prior to next lesson - complete work from planner exercise 6A, 6B, 7A and 7B.

[Link to resources on Google Classroom](#)

Year 7 Mathematics - Lesson Outline

Introduction to Statistics

Learning Intention

- To be able to collect and summarise survey and statistical data
- To identify data as Numeric - Discrete / Continuous, Categorical - Nominal / Ordinal
- To understand if data collected is Primary or Secondary

Success Criteria

- I can identify data as Numeric - Discrete / Continuous, Categorical - Nominal / Ordinal
- I understand the difference between Primary or Secondary data
- I can collect survey and statistical data and present my information using Google Slides (Data Detective activity)

Activities

1. Work book notes on Types of Data - 15 mins
2. Data Detective - Collect data from your partner - 15 mins (Question sheet from Mrs. R.)
3. Complete the EP lesson on types of data that we viewed yesterday - link in our Google Classroom 15 mins
4. Go to the assignment in our Google Classroom and create your presentation Data Detective
5. Present 'Data Detective' findings in Google Slides - finish off for homework
6. Complete and hand in the All about me / Maths Chat sheet started yesterday.

Homework

- Continue work on the Data Detective Slides

[Link to resources on Google Classroom](#)

Year 8 English - Lesson Outline

Learning Intention

- To settle into Year 8 English and unpack the genre of Gothic Literature, looking at its common elements.

Success Criteria

- Students can recognise the elements of Gothic Literature in *Jekyll and Hyde* and can apply this knowledge in critical and creative responses.

In this lesson we will be doing the following:

- Silent Reading:** You will have ten minutes at the beginning of this lesson to read a novel of your choice; if you don't have one with you today – you may like to read online, write or illustrate.
- Reading:** '*The Strange Case of Dr Jekyll and Mr Hyde*' : We'll continue reading the first chapter of the novella with the intention of finishing this.
- Definitions:** Chapter 1: Together we are going to compile a list of words that are new to us and their definitions, in the document '*2- Chapter Definitions*'
- Introduction to Gothic Literature:** Once that is complete, we will unpack this new genre of literature, looking at its common elements, most famous works and continued influence over the years in '*1 – Introduction to Gothic Literature*'

Homework

- Practice your spelling words (found on Google Classroom)

[Link to resources on Google Classroom](#)

YEAR 8 English - Lesson Outline

Learning Intention

- Students learn about creative writing narrative structure and setting.

Success Criteria

Students have completed tasks for narrative structure and setting and begin to understand the foundations of creative writing.

Fire Up Activity - Brainstorm

Working through Unit 1A – My Oxford Grammar Book Pages 2 & 3

- Begin to look at Google Slides – Creative Writing & Narratives
- Work through a task – 1.1 Short Story – Building basic task – '*Thumbelina*'

Homework

Practice your spelling words (found on Google Classroom)

If absent the link to resources is in our Google Classroom –complete 1.1 tasks 1 & 2

[Link to resources on Google Classroom](#)

Year 9 Humanities - Lesson Outline

Learning Intention

To develop knowledge of the origins and main aspects of the Industrial Revolution, including the causes.

Success Criteria

You are able to describe the origins and main aspects of the Industrial Revolution and analyse the causes of the Industrial Revolution.

Fireup

Introductory video to the Industrial Revolution (Notetaking/discussion).

Instruct

Coursebook p254-257 Industrial Revolution Timeline and where it started.

Do

- T-chart listing features of Britain before and after Industrial Revolution.
- Watch video about a debate of causes of I.R. and write a paragraph expressing your opinion of what caused the I.R.

Evaluate

Reflection questions about features and causes of Industrial Revolution.

[Link to resources on Google Classroom](#)

Year 8 Humanities - Lesson Outline

Learning Intention

Students develop an understanding of the basis where Vikings come from and the time period they were present.

Success Criteria

- I understand where Vikings originated from, moved and their history chronologically.

Fireup

- Exploring what you already know about Vikings and any links to our lives today.
- Introductory video about the Vikings (raiding and trading).

Instruct

- Why you should learn about Vikings.
- Review BOLTSS.
- Explore maps about where the Vikings originated from and where they migrated.

Do

- Students will map the origins and migration of the Vikings using BOLTSS.
- Students will create a timeline of the Vikings and describe 2 most important/significant events.

Evaluate

- Checking for understanding questions and discussions.
- Reviewing maps and timelines as a class.

[Link to resources on Google Classroom](#)

Year 10 Script and Performance - Unit Outline

Learning Intention

To develop an understanding of the elements of theatrical composition and theatre styles (Greek theatre)

Success Criteria

Understanding of the elements has been demonstrated in practical work. Students can discuss conventions of Greek theatre.

1. Warm up activities - click pass, exaggerate it dominoes, city scene choreography.
2. Introduction to Greek Theatre (class handout).
3. Group chorus exercise (Nana script – hand out).
4. Reflection - class discussion.

[Link to resources on Google Classroom](#)

Year 11/12 Theatre Studies - Example 2 Lesson Outline

Learning Intention

To revisit understanding of the course. To begin play analysis

Success Criteria

I can describe elements of commedia dell'arte

Reminder – Holiday Homework due in today! ☺

Activities

1. Commedia warm up activities
2. Commedia overview handout
3. Servant of 2 Masters overview
4. Characters in A servant of Two Masters
 - Smeraldina
 - Florindo
 - Beatrice
 - Silvio
 - Pantalone
 - Clarice
 - Dr Lombardi
 - Truffaldino
 - Brighella
5. Make a Scene clip of a Servant of 2 masters
6. Collaborate on class agreements

[Link to resources on Google Classroom](#)

Junior School Music - Lesson Outline

Learning Intention

- To understand some key elements of music.
- To know how to create a sound on a musical instrument.
- To know how to change pitch and dynamics on a musical instrument.

Success Criteria

- I can define pitch, tempo, dynamics and rhythm.
- I know how a chosen musical instrument makes a sound.
- I know how to change the pitch and dynamics of a chosen musical instrument.

Fire Up

- Playing of percussion instruments.

Instruction

- Discussions about pitch, tempo, dynamics and rhythm. What do they mean and how can they be changed on a musical instrument?

Do

- Demonstrations of instruments. How do each of them make a sound and how can you change the pitch and dynamics on each of them.

Evaluate

- Check your learning from today against the success criteria.

[Link to resources on Google Classroom](#)

Y7 French - Lesson Outline

Learning Intention

- Introduce yourself, say where you live, your nationality and what languages you speak.
- Introduction to 'le/la/l'/les.

Success Criteria

- Remember some new vocabulary.
- Be able to write some simple sentences in French about yourself and complete set activities.

Activities

- *Allez 1* Textbook – do page 4 Activity 1.
- Vocab lists of countries with matching nationalities.
- Set up Ed Perfect
- Complete Ed Perfect assigned task on countries and nationalities.

Extension Activities

- Trace the map from page 4 of the textbook and label it in French.

[Link to resources on Google Classroom](#)

Y7 Japanese - Lesson Outline

Learning Intention

1. Explore the celebration that occurs today, including 'oni wa soto' chant.
2. Getting to know each other -questionnaire.
3. Be a S.A.M.U.R.A.I. & What to bring.
4. Apps - Education Perfect, Dr Moku.
5. Hiragana script sounds.
6. Your name in katakana

Success Criteria

1. Do you know what you need to bring to next Japanese lesson?
2. Do you have the Education Perfect app? [Has it been paid for?] Dr Moku app?
3. What happens during the celebration explored today?
4. Do you remember the 5 basic sounds? Listen to the [song](#) here.
5. Write your name.
6. Can you introduce yourself? Can you ask someone their name?

Fire-up: What do you know about a special Japanese celebration that usually happens on Feb 3rd but this year happened on the 2nd?

Activities

1. Cultural corner
2. Notes on the 5 basic sounds, how to introduce yourself and ask someone their name.
3. Speaking activity to practise introductions

[Link to resources on Google Classroom](#)

Yr 8 Science – Lesson Outline

5.1: Atoms and elements make up matter – but what are atoms?

Learning Intention

- An element is a pure substance made of only one type of atom.
- The periodic table arranges all the elements in order of the size of their atoms and elements are grouped by properties they share.

Success criteria

- Define element, monatomic, diatomic and periodic table.
- Describe the key features of the periodic table, including periods and groups.
- List the first 20 elements of the periodic table.
- Relate the atomic number and mass number of an element to the number of subatomic particles.

Tasks

1. Reminders – expectations & course overview.
2. Physical & Chemical Change Chapter - 5 notes & activities.

Homework (20 mins)

- Define 4 key terms from today's lesson and read through 'Chemistry Course Outline' handout.

[Link to resources on Google Classroom](#)

Yr 12 Biology – Lesson Outline

Learning Intention

- Organelles (ribosomes, endoplasmic reticulum, Golgi apparatus and associated vesicles) have a vital role in the export of a protein product from a cell through exocytosis.

Success Criteria – students can

- recall the details about the various mechanisms used to move substance across the plasma membrane (simple diffusion, facilitated diffusion, active transport (endocytosis and exocytosis).
- recall the factors that affect the movement of substances across membranes (size, charge, solubility and concentration gradient).
- list the key organelles that play a role in the export of proteins.

Homework check

- Biozone Task 5 & 6.

Tasks

1. Finish Beetroot Prac.
2. Finish Plasma membranes.
3. KK 1 - Quiz (hardcopy).

Homework

- Due Sunday 7th Feb: Biozone Task 7 - This needs to be scanned and emailed to me by Sunday 5pm - see Assignment Post
- Due Monday 8th Feb - Complete 3 Edrolo clips: 'DNA to protein', 'The proteome' and 'protein Structure' (16 mins)

[Link to resources on Google Classroom](#)

Year 8 Softball –Lesson Outline

Learning Intention

- Student participation.
- Ability to accurately field.

Success Criteria

- Students participate in all activities.
- Students are able to field the ball.

Fire Up

- Poison Ball

Instruct

- Fielding technique

Do

- Pair up: Throwing/fielding with your partner.
- Minor Games with a focus on fielding technique.

Evaluate

- Students success in fielding

[Link to resources on Google Classroom](#)

ART Unit 1 and 2 Lesson Outline

Learning Intention

Developing analysis skills (personal & structural framework)

Success Criteria

- Ability to analyse the use of art elements, principles, materials, techniques, style and symbols
- Ability to identify artists personal experiences/feelings/thinking and analyse how this is shown within their chosen artwork.
- Use of art terminology and language.

To Do

- Study Powerpoint on artists for unit 1. This can be found on Classroom.
- In pairs fill in a cheat sheet on each artist.
- You may use internet to help you.
- Be prepared to present your findings to the class on Friday.

[Link to resources on Google Classroom](#)

9 DigiTech Lesson Outline

Learning Intention

- introduction to digital technology
- introduction to technology rooms, materials and equipment
- intro to CAT 1
- What's the difference between Augmented Reality, Virtual Reality and Mixed Reality?

Success Criteria

- get to know you
- join google classroom
- read CAT 1
- Define AR, VR and MR
- Describe the key differences between AR and VR
- Understand the elements that compose MR and relate it to AR and VR
- start research

Do

- Group activity: Research examples of Virtual Reality (VR). Create a 1 or 2 slides presentation with your examples (on slide 16)

[Link to resources on Google Classroom](#)

Review of this Curriculum Statement

The Curriculum Statement will be reviewed annually in order to reflect any changes to subject offerings and changes to the MGSC Instructional Model.

Reviewer: Director of Curriculum & Enhancement

Last Date of Review: 2022

Next Date of Review: 2023