# Issoudun Pathways Handbook


# 2024

# Pillars of OLSH Education

The four pillars of OLSH education encapsulate how to live the OLSH Spirit for members of school communities:

**We are Heart People who are Faith-filled.** We believe in God's personal love for us. This gives us meaning and purpose in our lives and enables us to help others find meaning in their lives too.

**We are Heart people who Reverence Relationships.** We believe in the integrity of every human person. Our OLSH family is both local and international and we make an effort to build and support community.

**We are Heart people who Pursue Excellence.** We believe in Jesus' words, "I have come that you may have life and have it to the full' (John 10:10) We pursue excellence in everything we do.

**We are Heart people who Touch the Hearts of Others.** We believe in our call to be united with the mission of Jesus. Together we seek to build the Kingdom of truth and life, of holiness and grace, of justice, love and peace. Our tradition of service and outreach and our option for the poor are vital aspects of our OLSH identity.

## Issoudun Vision

**Issoudun...**

**where the heart is captured**

**a journey of transformation**

**a time of**

**inspiration**

**challenge**

**vision**

**courage**

**risk**

**for others and with others**

**Issoudun...**

**where the heart is captured**

# Contents

# Introduction

The students in Year 9 are referred to and known as the Issoudun year level. As well as their normal academic program, students will encounter three additional learning experiences:

- *The Je Suis Program* – with two lessons per cycle allocated, students will participate in peer learning, facilitated research periods and independent learning as they explore a series of themes throughout the year.
- An extension of the Je Suis program will run parallel to each of the four-week blocks of the Issoudun Residential Program. *Je Suis - My Past, My Present, My Future* focuses on several interdisciplinary themes. Students will have the opportunity for personal and social growth, as well as exploring the wider community in which they live.
- *Issoudun Residential Program* – all Issoudun students will participate in a four-week residential program at the Hartzer Campus Burradoo, NSW.
- *Nous Sommes Program* – this program is designed to run at the same time as the Hartzer experience and the Je Suis Program. The Nous Sommes was designed to look at the Victorian Curriculum and look for imaginative, engaging, and different ways to present content. Examples of these methods are running a two-day workshop on one of the Victorian Curriculum areas.

It is intended that the information in this handbook will assist you with planning your pathway.

## Hartzer Campus

The Hartzer Campus provides Issoudun (Year 9) students with a four-week residential experience in the Southern Highlands of New South Wales. This residential experience is a significant part of the Issoudun program conducted by the College. It will enable OLSH girls the opportunity to excel in their learning outcomes in a unique environment that is substantially different to the Bentleigh College Campus.

The Hartzer Campus experience will provide each OLSH girl with an outstanding opportunity to celebrate their giftedness, grow in faith, embrace their learning, grow emotionally, develop independence, build positive relationships, venture beyond comfort zones, develop confidence and teamwork, connect with our OLSH history, and continue to grow in the belief that *"OLSH girls can do anything!"*

## Issoudun Course Requirements

All students will undertake the following core subjects:

- **Religious Education**
- **English**
- **Humanities**
- **Mathematics**
- **Health and PE**
- **Science**

In addition to the core subjects, students undertake six elective subjects to be studied as semester units – three per semester. This handbook contains an overview of the core subjects, as well as the details of each elective subject. Students are encouraged to discuss the elective subjects with relevant teachers at the College and with their parents/guardians. As part of the elective program, students are encouraged to continue with their studies in a language other than English. The languages offered at the College are Chinese and Italian.

Students will be provided with information for selecting their elective program online. They will be required to select six subjects, plus two reserve subjects. Students selecting a language will study this in both semesters.

### Arts

**Dance**

**Drama**

**Music**

**Photography**

**Visual Art**

**Visual Communication Design**

### Languages

**Chinese**

**Italian**

### Sport Science

**Human Movement**

**Coaching for Sporting Success**

### Technology

**Design & Technology (Textiles)**

**Digital Technologies**

**Food Studies**

**Please note the following guidelines for Issoudun Subject Selections:**

Students studying a language subject are required to select two language units and four other elective units.

# Core Subjects

## Religious Education

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Assessment is based on the 'Achievement Standards' (a continuum of learning in progression points) as outlined in the Melbourne Framework for Religious Education.

The achievement standards focus on the following three strands of learning:

- **Knowledge and understanding:** Students learn about the key practices and beliefs of the Catholic Christian Tradition past and present in ways that both connect to and challenge the cultural context.

- **Reasoning and Responding:** Students interpret, analyse, and make meaning of their life, their world, and their social context as well as their religious tradition. Students respond with openness, empathy, questioning, making judgements and prioritising beliefs and values.

- **Personal and communal engagement:** Students reflect on their own story, come to new insights about their beliefs, deepening their awareness of other world views. These insights give hope and a new direction about how they understand their place within a faith community, the community, and the world at large.

Assessment in Religious Education is both formative and summative.

## English

This course aims to enable students to develop skills in reading, writing, speaking and listening, to build student confidence as communicators and to foster a critical appreciation of a wide variety of texts.

The student explores language through literature and both print and non-print current media. The course includes creative writing, text analysis, persuasive writing and both formal and informal oral activities.

Key skills and knowledge:

- Read, view, analyse and discuss contemporary, informative, and persuasive texts that explore personal, social, cultural and political issues. Identify the purposes for which texts are created.
- Writing sustained pieces in a variety of styles. Writing about complex ideas and issues. Attention to audience and purpose is a focus.
- Critically analyse the relationship between texts, contexts, speakers and listeners in a range of situations. Effective use of the structure and features of spoken language.

## Humanities

In Issoudun Humanities, skill development is the priority.

Students will develop history skills which include the ability to use sources as evidence; the ability to analyse the cause and effect of significant events and developments; and to sequence events chronologically.

Students study the characteristics of different biomes and the biomes which are found in Australia. They analyse patterns relating to the distribution of biomes around the world.

**History Modules include:**

- Race Relations in Australia
- World War 1

**Geography Modules:**

- Biomes

**Assessments Include:**

- Extended responses
- Essays
- Historical Fiction Competition
- Source analysis
- Graph analysis
- Mapping
- Quizzes.

## Mathematics

The Issoudun Mathematics course provides students with the opportunity to work towards the Victoria Curriculum: Mathematics Level 9 achievement standards and beyond.

The proficiency strands: Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. Where possible, course content and skills will be selected to support the Hartzer program. The Nous Somme program contains a Numeracy component that will include one of the topics listed below.

**Topics include:**

- Algebra
- Linear Equations
- Financial Maths
- Probability
- Trigonometry & Pythagoras Theorem
- Linear Graphs
- Measurement
- Quadratics

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency and reasoning, as well as problem-solving and digital technology skills.

**Assessment**:

- Investigation Assignments
- Problem Solving Tasks and Analysis Tasks
- Topic Tests
- Summary or review notes
- End of Year Examination

**Opportunities for Enrichment:**

**Semester 1:** The Mathematics department offer a “Plus 1” class which runs outside of the structured timetable. These classes are invitational and are focused on giving students who are working at a higher level a chance to extend their knowledge and skills. Invitations will be made early in the year based upon Year 8 results and teacher recommendations.

**Semester 2**: Students will complete a selection process before embarking on their Hartzer/Je Suis program which encourages reflection upon pathways, results, enjoyment, and aptitude for mathematics. The mainstream classes will then run in parallel as 9 General Mathematics and 9 Advanced Mathematics.

## Science

Throughout the year, students will study a range of topics from the four main Science areas - Physics, Chemistry, Biology and Earth and Space Sciences. It is intended that students will begin to explore possible areas of interest in their future Science pathways.

Students explore ways in which the human body as a system responds to its external environment. They review the concept of the atom as a system of protons, electrons, and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

In **Semester 1** student learning will focus on the following content:

**Human Body Systems**

Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment:

- An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses.
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

**Chemistry**

- The atomic structure and properties of elements are used to organise them in the periodic table.
- All matter is made of atoms which are composed of protons, neutrons, and electrons; natural radioactivity arises from the decay of nuclei in atoms.

In **Semester 2** student learning will focus on the following content:

**Physical Science**

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current (VCSSU130).
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors.

**Earth and Space Sciences**

- The Universe contains features including galaxies, stars and solar systems.
- The Big Bang theory can be used to explain the origin of the universe.

**Science as a Human Endeavour**

- Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.
- Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.
- The values and needs of contemporary society can influence the focus of scientific research.

## Health and PE

In Health, students will complete distinct units for each term.

Students undertake a:

- Healthy people, healthy communities' unit, which looks at the physical activity levels of Australians and identifies factors/barriers impacting on participation levels and ways to enhance participation rates in the community.
- Students complete a depth study on "That Sugar Film" and will discuss and explore the issues with a diet high in sugar content.
- Drug education unit, which aims to identify outcomes of risk-taking behaviors and evaluate harm minimisation strategies.

In Physical Education, students complete distinct units for each term.

Students undertake a:

- Sport Education in Physical Education Program (SEPEP) unit. With SEPEP, students learn how to plan, manage and run their own season in a chosen sport.
- Fitness improvement via online platforms and applications. Students will engage in various fitness classes and training methods.
- Creative movement unit with a focus on cheerleading.
- Invasion games field sports unit which includes AFL, touch football, soccer, and hockey.

# Elective Subjects

## Arts: Dance Styles and Technique

**This subject will prepare students for the study of VCE VET Dance in Year 10.**

**Students have the option to select a semester or two semesters (whole year).**

In this course students explore the expressive skills and techniques in two dance styles. They undertake technical classes designed to enrich their dance experience and expand their movement vocabulary. Selecting a dance style of their choice, students will undertake a research task detailing the technique, history and costuming elements found within the style.

Students will gain an understanding of safe dance practice and expand on their dance vocabulary. The unit includes a group dance work, a solo dance work and a written task.

Core areas of study:

- Dance Appreciation
- Performance and Technical Skills
- Choreography
- Anatomy and Safe Dance Practice.

## Arts: Dance Choreography

**This subject will prepare students for the study of VCE VET Dance in Year 10.**

**Students have the option to select a semester or 2 semesters (whole year).**

In this course students explore the art of movement creation. Students will engage with the choreographic processes and choreographic devices to create two dance works. Both works will be devised around an intention, subsequent form, and music choice.

Students will analyse the work of a professional dance choreographer. They will explore the choreographer's influences on the intention, movement vocabulary and production aspects. They will also detail sequences of movement demonstrating a phrase featured in the dance work.

The unit includes the creation and performance of two dance works and a dance analysis task.

Core areas of study:

- Dance Appreciation
- Performance and Technical Skills
- Choreography
- Anatomy and Safe Dance Practice.

## Arts: Drama Performance

In this course students explore performance styles and conventions. Expressive skills and techniques necessary for developing characters and performing for an audience will be developed.

Activities will involve the study of two performance styles. The first is Commedia dell'Arte, a traditional Italian comedic style of theatre. The second is naturalism/realism, taught through the Stanislavsky Method. This is a method of acting that many actors use to create true and believable performances in film and TV.

## Arts: Drama Musical Theatre

In this course students learn the conventions of Musical Theatre. Expressive skills and techniques necessary for developing characters and performing for an audience will be developed.

Activities involved in this course include a presentation of a monologue/duologue performance from a famous Broadway Musical, designing and performing their own jukebox musical using songs of their choice, and a theatre analysis and evaluation of a live performance.

## Arts: Music Technology

Music Technology is open to any student.

We will explore 21st century technology and various music software. Students will explore remixing sequencing, editing, sampling and special effects. Students will have the opportunity to remix songs from well-known artists or create their own songs. They will learn about recording instruments. Students will finish with a digital folio of their work.

General Content:

- Recording
- Mixing, Editing
- Remixing and Sampling
- Podcasting.

## Arts: Music Performance

**This subject delves into many aspects of music performance and is a pathway to VCE Music.**

Students can participate as a soloist or part of a group. Students will develop skills as a performer including stage presence and stage craft. They will explore the success of professional musicians. Students will also look at masterworks and develop their music literacy.

General Content:

- Performance Technique
- Masterworks
- Music literacy
- Solo or Ensemble Performance.

## Arts: Photography - The Dark Side

**This subject will prepare students for the study of VCE Art Making and Exhibiting in Year 10 as an acceleration subject. Students have the option to select a semester or 2 semesters (whole year). Each semester is different.**

Students acquire basic skills in how to use a manual SLR camera and the darkroom facilities to produce black and white photographs. Students will investigate the effects of light and shade on the world around them and produce a folio or work, which shows experimentation with photographic styles.

Analysis and interpretation of photographs is completed using the art elements and principles.

**Topics include:**

- Analogue photography techniques
- Interpreting photographs

**Assessment:**

- A folio of analogue photographs
- Respond and interpret.

## Arts: Photography - The Bright Side

**This subject will prepare students for the study of VCE Art Making and Exhibiting in Year 10 as an acceleration subject. Students have the option to select a semester or 2 semesters (whole year). Each semester is different.**

Students acquire basic skills on how to use a digital camera as they investigate the function of photography and what makes a photo interesting. Students develop skills in using Adobe Photoshop and increase editing skills. Photography shoots take place in a studio setting, using studio lighting and tripods. Photographs will be taken around the College and at home.

Students will learn how to analyse and interpret photographs using the art elements and principles.

**Topics include:**

- Digital photography techniques
- Interpreting photographs

**Assessment:**

- A folio of analogue photographs
- Respond and interpret.

## Arts: Visual Communication Design

### Design Studio (Exploring Product and Print)

**Students can choose one or two semesters of Visual Communication Design. Each semester is different.**

This is a project-based unit where students explore two design fields: messages (advertising e.g., tote bag) and product design e.g., perfume bottle.

You will design:

- A tote bag (the design will be printed and placed on an existing tote bag) The tote bag will be printed and given to each student.
- A perfume bottle (3D printed)
- Personal Typeface for a personal logo.

The unit contains the following:

- 3D printing
- Drawing: freehand and technical
- Computer-assisted design and production (Adobe Illustrator/Photoshop, SketchUp)
- Respond and interpret.

## Arts: Visual Communication Design

### Design Studio (Exploring Architecture and Advertising)

**Students can choose one or two semesters of Visual Communication Design. Each semester is different.**

This is a project-based unit where students explore three design fields, environmental (architectural), product design and messages (advertising for the product design).

- A perspective drawing of a radical room
- A 'free choice' design. (This could be a dress, chair, shoes, wallpaper etc.)
- Laser cut magnet.

The unit contains the following:

- Freehand and perspective drawing (one- and two-point perspective)
- Computer-assisted design (Adobe Illustrator/Photoshop) and laser cutting.
- Respond and interpret.

## Arts: Visual Art

### Express Yourself

**This subject will prepare students for the study of VCE Art Making and Exhibiting in Year 10 as an acceleration subject.**

**Students can choose one or two semesters of Visual Art.  Each semester is different.**

Students work to develop a personal style in visual art. Through project-based work students will work in a variety of media that includes:

- Painting
- Drawing
- Mixed media.

Inspiration will come from a range of historical and contemporary artworks from different cultures, times, and places.

Our aim is to explore and understand differing viewpoints about ideas and beliefs.  Students will produce:

- Several artworks, and
- Respond and interpret.

## Arts: Visual Art

### Space and Dimensions

**This subject will prepare students for the study of VCE Art Making and Exhibiting in Year 10 as an acceleration subject.**

**Students can choose one or two semesters of Visual Art.  Each semester is different.**

Students work to develop 2D and 3D manual skills. Through project-based work students will work in a variety of media that includes:

- Lino Printing
- Painting
- Sculpture.

Inspiration will come from a range of historical and contemporary artworks from different cultures, times and places. Our aim is to explore and understand differing viewpoints about ideas and beliefs.

Students will produce:

- Several artworks, and
- Respond and interpret.

## Languages:

The study of Languages is a key learning area of the curriculum. All Year 8 students are encouraged to continue their language study in Year 9. The Chinese and Italian courses are designed to enrich and extend students' communication skills in their target languages. Language learning helps students' cognitive development and builds skills that are transferable across a range of learning areas, such as critical thinking and decoding. In these ways, learning a language can enhance learning outcomes in other areas.

The teaching and learning activities in Chinese and Italian are designed to develop, maintain, and extend students' proficiency in all the macro skills – listening, speaking, reading, and writing in each target language. Our language courses also deepen students' intercultural understanding and awareness. Students will explore a range of text types such as journal entries, email, letter, blog post, etc.

## Languages: Chinese

The Issoudun Chinese course continues to extend students' knowledge of Chinese language and culture.

**Sample topics:**

- Housing and living environments
- Clothing
- Shopping
- Socialising with friends
- Natural environment
- Cultural aspects: Chinese dress, social customs, and Chinatown.

**Assessment:**

- Listening comprehension
- Reading comprehension
- Dictation
- Writing in Chinese in response to spoken, written or visual texts in Chinese
- Participating in a range of spoken exchanges in Chinese: role-play, acting out a given scenario
- Translating and interpreting between English and Chinese.

## Languages: Italian

The Issoudun Italian course focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

**Sample topics:**

- My personal world
- Leisure activities
- Film study
- Italian cuisine
- Venice - Tourism and Sustainability.

**Assessment:**

- Learning activities on key knowledge areas and skills: grammar, vocabulary and expressions relevant to the themes and topics studied
- Listening and reading comprehension tasks responding in English and Italian
- Viewing of audio-visual texts and responding in English and Italian
- Writing in Italian in response to spoken, written or visual texts presented in Italian
- Presenting information, concepts, and ideas in writing in Italian on the selected topic and for a specific audience and purpose
- Participation in a range or spoken exchanges in Italian: role-play, conversation, recipe demonstration and a dramatised reading.

**Note:**

- **that Issoudun Language is a prerequisite for any future years.**
- **when choosing Chinese or Italian, you are committing to a full year study in 2024.**

# Sports Science

### Semester course: Human Movement

This course provides students with the opportunity to develop an understanding of the structure and function of the human body and how the skeletal, articular and muscular systems work together to produce movement.

Students will investigate common sports injuries and effects they have on the body. They will learn about, and experience, correct injury management and treatment strategies, as well as the range of rehabilitation exercises for common injuries. Students will research the role allied health professionals play in supporting the recovery of injured athletes and their different approaches to treatment and management.

This Sport Science course will introduce some of the course content covered in VCE Physical Education.

**Topic 1: Body Systems**

- Skeletal system
- Muscular system
- Anatomical movement
- The effects of exercise and training on these body systems.

**Topic 2: Sports Injuries**

- Classification of sports injuries
- Methods of injury assessment and treatment
- Rehabilitation exercises, strategies, and programs for different injuries
- The role of different allied health professionals in sport injury treatment and prevention
- Prevention strategies within different sports for common injuries.

# Sports Science

### Semester course: Coaching for Sporting Success

Students who are interested in developing the skills to coach a junior sport team would find this course very interesting. They will develop an understanding of how people learn, develop, and refine skills, and the importance of practice when learning new skills.

Students will learn about the role and responsibilities of coaches at different levels of junior and senior sport and the various styles, approaches and skills that coaches require to get the best out of their athletes.

Students will undertake the role and responsibilities of a coach, and practice the skills of coaching, by planning and conducting skill development sessions. They will also experience the use of different technologies used to analyse skill performances.

This Sport Science course will introduce some of the course content covered in VCE Physical Education.

**Topic 1: Skill Acquisition**

- Different types of skills
- The stages of skill learning
- Progressions of different Fundamental Movement Skills (FMS)
- Record and analyse the FMS of different people.

**Topic 2: Sports Coaching**

- The roles and responsibilities associated with coaching
- Different coaching styles
- The skills and characteristics of effective coaches
- Planning and conducting coaching sessions
- Use of ICT to analyse, improve and monitor athletic skill performance.

# Technology: Digital Technologies

## Digital Systems, Coding, and Digital Citizenship

In Digital Technologies, students will investigate the role of hardware and software, develop coding skills, analyse data to create information and static or animated visualisations, and design and develop interactive solutions.

Students will delve into programming, robotics and artificial intelligence advances and will learn how a computer system can make custom applications. They will decompose real-world problems to establish stakeholder needs and identify functional and non-functional requirements. They will also develop algorithms diagrammatically and in structured English and enhance their skills and knowledge in coding using a text-based and/or block-based coding language(s) and a micro:bit – a pocket-sized computer with an LED light display, buttons, sensors, and several input/output features.

Students will also learn how to evaluate their online presence and how to interact with the digital world in a safe and responsible way.

The course contains the following content:

- Block-based and/or text-based coding skills
- Creating digital solutions using a micro:bit
- Creating visualisations and analysing data sets
- Digital citizenship.

## Food Studies: Café Culture

Students investigate café culture, food trends and food presentation.

The technology process of investigating, designing, producing, analysing, and evaluating is used. Their major assessment task uses a Design Brief.

Course content can include:

- Types of menus
- Food presentation and garnishing techniques
- The design brief process
- Exploration of preparation processes and cooking techniques as related to dishes being prepared
- Student directed Design Brief: preparation of one or more menu courses according to a design brief
- Designing and preparing a Pop-up Café menu
- Designing and presenting decorated cupcakes.
- Materials test reports.

## Food Studies: Tastes of the World

Students investigate food origins and cultures. They will develop an awareness of the diverse range of influences of food on choices and explore a range of ingredients and develop dishes that follow a global theme.

The design process of investigating, designing, producing, analysing, and evaluating is used. Their major assessment task uses Design Brief.

Course content can include:

- Influences that have shaped the Australian cuisine
- Exploring ingredients and cookery skills from different cultures
- Visiting local markets and restaurants discovering different flavours and traditional dishes
- The opportunity to taste some ingredients from around the world
- The design brief process
- Exploration of preparation processes and cooking techniques as related to dishes being prepared.
- Student-directed Design Brief: preparation of one or more menu courses according to a design brief
- Research of food culture in a country of choice.

## Technology: Product Design and Technology (Textiles)

### Garment Construction – Fashion for Me!

In this unit students will produce textile products including garments for both themselves and/or an end-user following the Design process of investigating, designing, producing, and evaluating.

Design and textiles skills introduced include application of design elements and fabric decorative techniques and creative printmaking techniques.

Students will develop skills in basic construction and finishing techniques utilising appropriate machinery.

This unit will allow to express your creativity and learn the skills to create your own garment.

The unit contains the following content:

- Design process skills & techniques (Folio)
- Fashion drawing by hand
- Elements and principles of design
- Fabric/ Design based investigation
- Production of a personally designed garment.

## Technology: Product Design & Technology

### Sustainable Fashion – Reuse, Re-purpose, Recycle

In this unit students will investigate the ethical use of Textiles focusing on sustainability, recycling, upcycling, and the global issue with fast fashion. The Design process of investigating, designing, producing, and evaluating is followed.

Students will be given the opportunity to use a variety of materials like yarn, old clothing, fabrics and different tools, equipment, techniques, processes, and technology to develop products of their choice. The focus in this unit is the self-management of projects and the development of design concepts with teacher assistance.

Skills in basic construction, dyeing, fabric manipulation and finishing techniques utilising machinery will be developed.

The unit contains the following content:

- Design process skills & techniques (Folio)
- Fashion drawing by hand and computer-aided design
- Sustainability investigation
- Production of personally designed products.