

## **Alternative Pathway Opportunity at NSC in 2020.**

In 2020 we are excited to be introducing an Alternative Pathways Program to support students in Year 9 and 10 who may be working towards a VCAL pathway in the future.

Year 9 and 10 can be the most challenging of all of the secondary school years.

Our Alternative Pathways Program has been designed and developed to provide a framework that celebrates difference and embraces individuality and creativity, while maintaining a focus on the literacy and numeracy growth of every student.

Our hope is that students who are engaged in this programme will experience a real connection with their teachers, their peers and local and global communities.

All of the decisions which will support the organisation of the Alternative Pathways Program have been tailored to support the needs of the current students in our care.

We firmly believe that students need, not only choice, but also time to explore subjects that move them beyond the classroom and into learning through experience.

We have placed a focus on student engagement in the design and structure of the program and will also encourage all students to participate in extra-curricular opportunities both inside and outside of the school.

Our Alternative Pathways Program will prioritise Personal and Learning encompassing the skills that have been identified by teachers, students and parents as those necessary for our students to become independent, responsible and confident members of their communities.

These skills will assist students to cope with the challenges and opportunities of senior secondary schooling and beyond. The skills students will practice and develop will be centred around Leadership, Teamwork, Organisation, Managing Relationships, Goal Setting, Communication Self-motivation and Self-Regulation.

We look forward to working closely with students and families to implement an engaging, motivating, supportive and enriching Alternative Pathways Program for NSC students.

We will do this by prioritising learning within key areas including:

- Critical and Creative Thinking
- Personal and Social Learning
- Intercultural Understanding
- Ethical Understanding

AAP students will be engaged in 2 X middle school electives of their choice, each semester, alongside their Year 9 and 10 peers.

Outside of electives students will be engaged in a rich integrated curriculum program which will incorporate learning from key learning areas including:

- Literacy
- Numeracy
- Science
- And
- Humanities

Each term students will have opportunities to show case their learning to parents, students and community members.

Key learning outside of electives will be built around rich inquiry learning units.

## TERM ONE: Inquiry Learning key focus:

### **Identity: Ethics and Emotions**

Our students will consider ethical dilemmas as they learn about the value of honesty, respect, and loyalty. They will consider the influence that the media and others have on them and the impact that being a fan of someone or something has on our identity. Students will write a story that includes a moral lesson and share aspects of their identity during the 'Identity Expo'.

**Key learning motivation:** Understanding who I am and what I value prepares me for physical and emotional changes that I will experience.

#### **Essential questions:**

- What does it mean to be honest?
- How am I influenced by others?
- What can you say when you don't want to do something that someone is pressuring you to do?

**Key vocabulary:** care, crossword, dilemma, ethical principle, fandom, hygiene, identity, influence, logo, loyal, media, metacognition, pressure, puberty, respect, responsible, risk, slogan, thought experiment

#### **Rich assessment task:**

Students will learn about ethics and show their understanding by writing a story that includes a moral lesson. They will also develop a logo and slogan for their identity, and information about something or someone that they are a fan of in preparation for the 'Identity Expo'.

#### **Key learning outcomes for students:**

Students will explore and practice a range of coping strategies that will support them as they move into senior secondary education. Students will develop a repertoire of strategies that support the maintenance of their sense of self-worth and well-being.

## TERM TWO: Inquiry Learning key focus:

### **Sustainability Think Global, Act Local**

Our students will consider how to sustain the environment, the society and the economy. They will be immersed in the work of geographers as they consider how the data that they collect helps to inform sustainable actions. Your students will build a weather station to collect weather data at school. They will research a country in Europe or North America. They will present their research at the 'Tourism Expo' to convince visitors to come to their country.

**Key learning motivation:** Learning about the natural world, and how we are changing it, motivates us to live sustainably.

#### **Essential questions:**

- What causes natural disasters?
- How do geographers and scientists study the environment?
- How do meteorologists collect weather data and why is this important?
- How does the environment influence how people live, work and play?

**Key Vocabulary:** sustain, environment, society, economy, geography, natural, systems, maps, hazards, disasters, tourism, scientist, interdependence, applied, political, physical, global, population, distribution, positive, negative, financial, flood, tornado, cyclone, bushfire, earthquake, landslide, volcano, adaptation, desert, harsh, drought, vegetation, observations, conclusions, influence, interaction, independent, impact

#### **Rich assessment task:**

Students will work in small groups to build instruments to measure weather. They will practise science inquiry skills as they make observations and analyse their data to compare predictions. Later in the unit, they will work collaboratively to prepare a travel expo stand for a country in Europe or North America. Each group will also research weather and climate for their country and an interesting event or cultural celebration that occurs in the country.

#### **Key learning outcomes for students:**

Our students will consider their actions on the sustainability of their world. They will understand how scientific and geographic thinking can impact on sustainable practices. Your students will understand how Meteorologists collect and record weather data. They will develop a curiosity about other countries and identify themselves as global citizens.

## TERM THREE: Inquiry Learning key focus:

### **Social Justice: Care For The Kids**

Our students will learn about the biggest problems facing children around the world. They will learn some persuasive techniques and work in groups to prepare and deliver a slideshow presentation encouraging people to support an aid agency. Your students will learn some literary devices and write a spoken word poem about a cause that they are supporting. They will perform their spoken word poem at the Slamming Social Justice Show.

**Key learning motivation:** Understanding the biggest problems facing children around the world provides us with perspective and motivation to make a difference.

#### **Essential questions:**

- Who helps children around the world?
- What are the big problems facing children around the world?
- How can we encourage people to act?

**Key Vocabulary:** apathy, benevolence, caring, clean water, compassion, disease, education, empathy, famine, hygiene, medicine, nutrition, Oxfam, pollution, poverty, Red Cross, Salvation Army, Save The Children, sympathy, UNICEF, violence, volunteers, war, World Vision

#### **Rich assessment task:**

Our students will work in a group to prepare and deliver a slideshow presentation encouraging people to support an aid agency. They will use the associated rubric to assess another group's presentation. Each student will write a spoken word poem about an aid agency that they are supporting, they will use literary techniques to elicit emotions in their audience. They will perform their spoken word poem at the Slamming Social Justice Show. Audience members will use the associated rubric to assess each student's performance.

#### **Key learning outcomes for students:**

Our students will use an appreciation of the biggest problems facing children around the world to put their lives into perspective. They will use skills to inform people at home and at school of their growing understandings and opinions.

## TERM THREE: Inquiry Learning key focus:

### **Innovation : The Journey to Discovery**

Our students will learn about light refraction, electrical circuits, states of matter, and the scale of the solar system through hands-on experiments and experiences. They will build a thermoscopic, a paper circuit and a balloon-powered rocket. Our students will work towards creating a presentation and a quiz to highlight the wondrous facts that they have learnt during the unit.

**Key learning motivation:** Through learning about discoveries and the journeys that people go on to achieve them, we learn to value the process rather than the destination.

#### **Essential questions:**

- How can we create a model to show the scale of something?
- Why does light refract?
- What do we need to make an electrical circuit?
- What are the states of matter?
- How can we code a computer program?

**Key Vocabulary:** angle, average, barge, battery, chronological, condensation, data, diameter, electrical circuit, formula, freezing, interstellar, melting, payload, plausible, protractor, rocket, scale, switch, thermoscopic, thrust, vaporisation, wire, wondrous.

#### **Rich assessment task:**

Students will create a balloon-powered rocket. They will also use Scratch to create a presentation and a quiz highlighting the wondrous facts that they have learnt during the unit.

#### **Key learning outcomes for students:**

Our students will appreciate the scale and complexity of their world. Through an awareness of historical patriarchy in science, our students will work towards equality in science and throughout of their lives. Our students will continue to develop science, engineering and programming skills as they move through their lives.