

Gleeson College

2021 Middle School Curriculum Handbook



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Our *Vision*

Gleeson College is a faith-filled community which provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Our *Mission*

... is to fulfil our vision by ensuring that at Gleeson College:
the promotion of faith, the love of God, the person of Jesus and service to others are central to the education of the whole person;
we provide a safe, supportive and welcoming environment;
the children, parents and staff work together, listen to and care for one another with confidence and trust;
we cater for individual differences in the pursuit of excellence so that personal success can be achieved by all.



2021 Middle School Curriculum Handbook

Enquiries

Parents and Caregivers who require further information, have questions or require an appointment should contact the College >

T: 08 8282 6600 **E:** info@gleeson.catholic.edu.au **www:** www.gleeson.sa.edu.au

A promotional banner with a white background on the left and a red background on the right. On the left, there is a grid of black dots with red lines connecting some of them. A photograph of two smiling students is partially visible behind the grid. In the center, the text reads "Gleeson College is **Connect-Ed** Learning experiences for every environment". To the right of this text is the Gleeson College logo, which features a shield with a cross and the words "GLEESON COLLEGE" above it. Below the logo is the website address "gleeson.sa.edu.au". On the red background on the right, the hashtag "#withoneheart" is written in white.

At the **HEART** of learning excellence...

Holistic

An all-inclusive education that takes into account the whole learner.

Engagement

Students and staff are fully engaged in the learning process.

Authentic

Students and staff contextualise their learning in the real world.

Resilience

Responsible risk-taking and coping with change and challenge.

Teamwork

Collaboration in learning and interpersonal skills.



Welcome

from our Assistant Principal Teaching & Learning

Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires. We live in a world where life-long learning is paramount to developing capable, skilled and prosperous people who are able to use their talents and abilities to their fullest potential.

As teachers of Gleeson College it is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Through the HEART of learning excellence teachers foster our students to be young people of One Heart. Our purpose shapes our curriculum. Curriculum at Gleeson College is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship. It is designed to be engaging and active, involve challenging goals, shared responsibilities and standards. Teachers develop course outlines aligned to ACARA and the CESA Key and SACE General Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

In Years 7-9, the courses of study are based on the requirements of the Australian Curriculum Assessment and Reporting Authority (ACARA). All three levels of Middle School offer a curriculum that is challenging and diverse and provides students with flexibility. Our teaching and learning fosters the development of the Gleeson Graduate Qualities. It is our hope that in partnership with our families, we can produce young people who are:

Deeply connected
Thriving individuals
Competent and capable learners
Just, merciful and humble leaders

Our Middle School Curriculum Handbook overviews the learning at our College, providing descriptions and a summary of assessment types for each subject offered in the Middle School.

It also provides pathways for subjects as students progress toward the Senior School. Students and families are further supported to make informed subject choices through our Personal Development Program.

We look forward to working in partnership together through the Middle School journey.



Mrs Kate Morgante
Assistant Principal Teaching & Learning

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INTRODUCTION

At Gleeson College we understand that a quality education promotes a life-long journey of learning. It is a journey that pursues continuous improvement, is grounded in high expectations, inspires resilience, takes risks and fosters personal best achievement for all.

Life at Gleeson College fosters the academic, spiritual, personal and social development of all students. Gleeson College promotes the traditions of the Catholic Church and the ethos of its Patron, Archbishop James Gleeson.

This booklet is designed to provide students and parents with information about the Gleeson College curriculum and in particular the Middle School curriculum. It will help students to make the best possible choices for 2021. Further assistance will be provided by the Care Group teachers and House Leaders. Parents are most welcome to contact the College at any time to clarify matters.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, plans for the future, interests, and capabilities must all be taken into account. Support and co-operation from their families will be essential if students are to achieve their potential.

While it is the College's intention to provide the subjects described in this booklet in 2021, our ability to do so will depend on sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may result in alterations to our proposed offerings.

CURRICULUM OVERVIEW: YEARS 7 - 9

In **Year 7**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics, Science, Health and Physical Education, The Arts, Technologies and Italian or Japanese. Two key teachers work closely together with one class to deliver the core subjects of Religious Education, English, Humanities and Social Sciences, Mathematics and Science. Students are exposed to all of The Arts through the course of the year; Visual Art, Dance, Drama and Music. In Health and PE, students have the option to participate in either of the College's Specialist Sports Programs - Netball or World Football.

In **Year 8**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics and Science. Two key teachers work closely together with one class to deliver these subjects. All Year 8 students study Italian or Japanese, and Health and PE. In addition, students will study two terms from the Arts Learning Area (Visual Art, Dance, Drama, Music) and two terms from the Technologies Learning Area (Cultural Technologies - Italian/Japanese, Design and Technology, Digital Technologies, Food and Textiles Technology). In Health and PE, students have the option to participate in HPE with an option to study AFLW, or either of the College's Specialist Sport Programs; Netball and World Football.

In **Year 9**, all students study Religious Education, English, Humanities and Social Sciences, Mathematics and Science. All Year 9 students study Health and PE. Students can choose to study four semesters from the Arts Learning Area (Music, Dance, Drama, Visual Art), Technologies Learning Area (Design and Technology, Digital Technologies, Digital Design, Fashion and Jewellery Design, Food and Textiles Technology, STEM - Technology and Engineering Focus), Languages Learning Area (Italian, Japanese), HaSS Learning Area (Innovation) and Science Learning Area (STEM - Earth and Space). In Health and PE, students have the option to participate in HPE with an option to study AFLW, or either of the College's Specialist Sport Programs; Netball and World Football.

AFLW, World Football and Netball Programs: Dedicated AFLW, World Football and Netball Programs are offered at Years 7, 8, 9 and 10 for those students with a keen interest in further developing their skills in the sport. Note this course is offered as an alternative to the Health & PE (Essential) course. As this is a popular alternative, a process is in place to select students for this course. Students interested in being considered for these programs should contact the Sports Development Coordinator.

PLEASE REFER TO THE 2021 CURRICULUM TABLE ON THE NEXT PAGE WHICH DETAILS THE FLOW OF EACH SUBJECT FROM YEAR 7 TO YEAR 12

Year 7

GLEESON



WITH ONE HEART

YEAR 7 CURRICULUM OVERVIEW

In **Year 7**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics, Science, Health and Physical Education, The Arts, Technologies and Italian or Japanese. Two key teachers work closely together with one class to deliver the core subjects of Religious Education, English, Humanities and Social Sciences, Mathematics and Science. Students are exposed to all of The Arts through the course of the year; Visual Art, Dance, Drama and Music. In Health and PE, students have the option to participate in either of the College's Specialist Sports Programs; Netball or World Football.

YEAR 7
RELIGIOUS EDUCATION
Religious Education
THE ARTS
Dance Drama Music Visual Art
ENGLISH
English
HEALTH AND PHYSICAL EDUCATION
Health and Physical Education Netball World Football
HUMANITIES AND SOCIAL SCIENCES
Humanities and Social Sciences
LANGUAGES
Italian Japanese
MATHEMATICS
Mathematics
SCIENCE
Science
TECHNOLOGIES
Design and Technology Digital Technologies Food and Textiles Technology

YEAR 7 SUBJECTS

Dance

Level of Study: Year 7

Course Length: One Term

Compulsory or Elective: Compulsory

Subject Description

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will be given the opportunity to demonstrate an understanding of Safe Dance Practice, how the Elements of Dance, form and structure of Dance and Stage Craft elements assist in the expression of an idea on stage.

The class will learn a short class routine which will be performed to the other Performing Art classes in a showcase of work at the end of the term.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (70%)

Responding (30%)

Using the following assessment tasks:

- Safe Dance Practice
- Elements of Dance highlighted with Short Composition tasks and Reflections
- Extended Student Composition task with Reflections
- Performance workshop

Design and Technology

Level of Study: Year 7

Course Length: 13 Weeks

**Technologies is studied as a compulsory full year course at Year 7 with three core subjects undertaken - Design and Technology, Digital Technologies and Food and Textiles Technology (3 x 13 week course lengths)*

Compulsory or Elective: Compulsory

Subject Description

Design and Technology provides students with an opportunity to learn and develop a range of skills, knowledge and understanding in safe Woodworking practices. With a large emphasis on safety, students will create a range of wooden products within the workshop.

Computer Aided Design (CAD) skills are also developed through the use of Autodesk Fusion 360. Using this software, students will manipulate tools, shapes, and objects to virtually design the projects made in the workshop.

Students are introduced to the Technologies curriculum through three separate, yet related learning areas; Food and Textile Technology, Digital Technology, and Design and Technology.

Within each of these learning areas students are encouraged to create solutions, developing thinking skills and to manage their own personal projects. Students may be supported by up to three specialist teachers within this subject.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 7 SUBJECTS

Digital Technologies

Level of Study: Year 7

Course Length: 13 Weeks

**Technologies is studied as a compulsory full year course at Year 7 with three core subjects undertaken - Design and Technology, Digital Technologies and Food and Textiles Technology (3 x 13 week course lengths)*

Compulsory or Elective: Compulsory

Subject Description

Digital Technologies focuses on developing understanding and skills in computational thinking. Students will have the opportunity to plan and create a range of digital solutions such as PowerPoint animation, programmable multimedia solutions, build virtual reality simulations and create websites.

Each unit aims to develop skills and allow students to explore their digital citizenship in this ever-changing technological world.

Students are introduced to the Technologies curriculum through three separate, yet related learning areas; Food and Textile Technology, Digital Technology, and Design and Technology.

Within each of these learning areas students are encouraged to create solutions, develop thinking skills and to manage their own personal projects. Students may be supported by up to three specialist teachers within this subject.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

Drama

Level of Study: Year 7

Course Length: One Term

Compulsory or Elective: Compulsory

Subject Description

Students are involved in making and responding to Drama as they explore Drama as an art form. Students build on their understanding of role, character and relationships by developing their knowledge of the elements of Drama. Students learn the Basic Acting Skills through Drama activities and a range of theatre styles. Learning will be assessed through class participation, performances and journal writing.

This is a practically oriented course in which the emphasis is on growing in confidence while gaining dramatic knowledge, understanding and skills. The theory task develops skills in research and analysis.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Class participation and Audience Skills
- Tableaux Performance
- Mime Performance
- Journal Writing and Reflections
- Research Task

YEAR 7 SUBJECTS

English

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

English at Year 7 will focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

One lesson a week in the Thomas Library is dedicated to support students' Independent Reading and literacy development. All Year 7 students are enrolled in the Premier's Reading Challenge at the beginning of Year 7 and encouraged to participate throughout the year. Texts chosen for study as a class explore themes of interpersonal relationships within real-world and fictional settings and represent a variety of perspectives.

In Year 7 English, students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

In Year 7, a students' work in English may become part of a wider integrated unit based on a central theme, in conjunction with other subjects and learning opportunities.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing
- Oral presentations/debate speeches
- Essay
- Poetry
- Short Film making
- Multimodal presentations
- Group tasks
- Picture books
- Creative use of ICTs

Food and Textiles Technology

Level of Study: Year 7

Course Length: 13 Weeks

**Technologies is studied as a compulsory full year course at Year 7 with three core subjects undertaken - Design and Technology, Digital Technologies and Food and Textiles Technology (3 x 13 week course lengths)*

Compulsory or Elective: Compulsory

Subject Description

Food Technology enables students to develop their confidence in working safely in the kitchen. Students cook a variety of recipes, with an emphasis on food sustainability in Australia.

Textiles Technology provides students with an opportunity to learn a variety of hand sewing and fabric embellishment techniques. They work through the design process to construct and design a personalised Drawstring Bag.

Students are introduced to the Technologies curriculum through three separate, yet related learning areas; Food and Textile Technology, Digital Technology, and Design and Technology.

Within each of these learning areas students are encouraged to create solutions, develop thinking skills and to manage their own personal projects. Students may be supported by up to three specialist teachers within this subject.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 7 SUBJECTS

Health and Physical Education

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

The Year 7 Health and Physical Education curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%)

- Sports and games will be selected from the game categories - Target, Invasion, Net/Wall, Striking/Fielding.

Theory (20%)

- Focus areas generally include Food and Nutrition, Safety and the Health Benefits of Physical Activity.

YEAR 7 SUBJECTS

Humanities and Social Sciences

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

In the Year 7 HaSS curriculum students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place.

They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.

Assessment

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

Italian

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory
**Students select either Italian OR Japanese*

Subject Description

Students learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched by the use of adjectives. Students develop language for interacting with the teacher and each other. They study cultural topics such as school, food and self.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 7 SUBJECTS

Japanese

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory
**Students select either Italian OR Japanese*

Subject Description

In Year 7 Japanese, students begin learning to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another, with an initial focus on the hiragana alphabet and developing aural and oral skills. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds.

Students undertake study in cultural topics such as food and family, and compare similarities and differences between Japanese and Australian culture.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

Mathematics

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

Students completing Year 7 Mathematics study topics across the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They develop their confidence in using and applying Mathematics through the four proficiency strands: Understanding, Fluency, Problem-Solving, and Reasoning.

Year 7 Mathematics focuses on developing skills in:

- Indices
- Positive and negative numbers
- Fractions, decimals and percentages
- Using symbols to represent unknown quantities
- The Cartesian plane
- Area and volume
- Relationships between angles, particularly in triangles
- Understanding probability
- Statistical calculations and displaying data

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Tests (60%)
- Investigations (40%)

YEAR 7 SUBJECTS

Music

Level of Study: Year 7

Course Length: One Term

Compulsory or Elective: Compulsory

Subject Description

This introductory course covers the basics of music theory including note names, note lengths, notes of pitch in treble and bass clef, rhythm notation and simple time signatures. Students will also be introduced to creating and composing music using technology and gain practical experience in percussion and guitar.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (60%)

Responding (40%)

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Practical assessments
- Folio of compositions and soundscapes using “Soundtrap”
- Written reflections on each composition

Netball

Level of Study: Year 7

Course Length: One Semester

Compulsory or Elective: Elective

Subject Description

The Year 7 Specialist Netball Program provides an introductory course that focuses on the principles of gameplay. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their physical and social gameplay.

Practical lessons are enriched through external specialist coaching from Adelaide Thunderbird, Kate Shimmin, and focus on the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%):

- Performance across all practical lessons

Theory (20%):

- Food and Nutrition (aligned with regular PE theory)
- Game Ethics (including the completion of an online accreditation)

Extension activity:

- Participation in an Interschool Tournament facilitated by the Year 10 Specialist Netball Class.

YEAR 7 SUBJECTS

Religious Education

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

At Gleeson, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

In Year 7, students are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, as well as an excursion to the Cathedral, which will allow students to reflect on organised worship and gathering, on which students can base their Practical Activity and Reflection Assessment. The excursion may include visits to other places and sacred sites of significance within Adelaide City.

Religious Education Topics and Units:

- Belonging to Community
- James Gleeson
- Celebrating the Liturgical Year
- Lent and Easter
- Australian Identity: A Catholic Perspective
- Knowing God through Prayer
- MITIOG
- Christmas Traditions

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

Science

Level of Study: Year 7

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

In Year 7 Science, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

They plan fair experimental methods, identifying variables to be changed and measured. Students draw on evidence to support their conclusions. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Students undertake study in Year 7 Science through the following topics: Investigating Science, Mixtures and Separations, Habitats and Interactions, Earth and Space, Forces and Gravity, and Earth Resources.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Investigations Folio (60%)

- Practical Investigation
- Research Investigations

Skills and Applications Tasks (40%)

- Knowledge Assignments
- Topic Tests

YEAR 7 SUBJECTS

Visual Art

Level of Study: Year 7

Course Length: One Term

Compulsory or Elective: Compulsory

Subject Description

This course will give students opportunities to learn in and through the fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (90%)

- Introduction to some of the Art Elements: Line, Pattern, Tone and Colour
- Drawing: Students will learn and develop drawing skills using a variety of applications and techniques materials and media
- Painting: Students will learn basic painting techniques that will be further developed in the future, using their knowledge of colour theory.

Responding (10%)

- Art History: Students will investigate and present chosen Western art history styles and movements.

World Football

Level of Study: Year 7

Course Length: One Semester

Compulsory or Elective: Elective

**Pre-Requisite: Must currently be playing Football (preferably at club level). Please note that trials will be held for entry into this Specialist Program.*

Subject Description

The Year 7 World Football Program aims to develop students core individual footballing skills of being able to strike the ball effectively in different situations, take the appropriate first touch, run with the ball at pace with close control and beat a defender using a range of skills moves in a 1v1 situation.

Students will gain an understanding of the 'Gleeson Way' of playing and will become familiar with the positions and roles of each of the positions within a 4-3-3 formation. Students will start to develop an understanding of playing football within this formation in order to try and effectively keep possession, move the ball out from the back, through midfield and into attack. Students will begin to understand the game of futsal and playing in small areas using box and diamond formations.

Students will develop an understanding of the benefits of physical activity and the importance of physical fitness to their health and well-being.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Assessment (70%)

- Individual Skill Development
- Game Based Ball Possession Skills

Theory Tasks (30%)

- Focus Areas - Understanding the 4-3-3 Formation, Health Benefits of Physical Activity.

Year 8

GLEESON



WITH ONE HEART

YEAR 8 CURRICULUM OVERVIEW

In **Year 8**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics and Science. Two key teachers work closely together with one class to deliver these subjects. All Year 8 students study Italian or Japanese, and Health and PE. In addition, students will study two terms from the Arts Learning Area (Visual Art, Dance, Drama, Music) and two terms from the Technologies Learning Area (Cultural Technologies - Italian/Japanese, Design and Technology, Digital Technologies, Food and Textiles Technology). In Health and PE, students have the option to participate in either of the College's Specialist Sport Programs; Netball, Women's Australian Rules Football (AFLW) or World Football.

YEAR 8
RELIGIOUS EDUCATION
Religious Education
THE ARTS
Dance - General Dance - Specialist Drama Music Advanced Music Experience Visual Art
ENGLISH
English
HEALTH AND PHYSICAL EDUCATION
AFLW Health and Physical Education Netball World Football
HUMANITIES AND SOCIAL SCIENCES
Humanities and Social Sciences
LANGUAGES
Italian Japanese
MATHEMATICS
Mathematics
SCIENCE
Science
TECHNOLOGIES
Cultural Technologies - Italian/Japanese Design and Technology Digital Technologies Food and Textiles Technology

YEAR 8 SUBJECTS

AFLW

Level of Study: Year 8

Course Length: 12 weeks

**Commencing in Week 9, Term 2*

Compulsory or Elective: Elective

Pre-Requisite

The Year 8 AFLW subject is offered to female students who have a keen interest in Australian Rules Football. Students must have some experience in playing football and participation in football teams outside of the school is desirable.

Subject Description

Students within the AFLW subject will benefit from receiving coaching and training from guest speakers and specialist AFL accredited coaches throughout the course. Students will study practical skills in kicking, marking, handballing, gathering a groundball, tackling techniques and movement. Higher order skills will include using the game sense approach, tactical play, game day strategy and setups.

A focus will be on teaching correct techniques and body positioning to limit landing and contact injuries.

Students will also undertake theory work that links with ACARA as well as having a specific focus on Australian Rules Football. Theory topics will include: Injury prevention and management with a main focus on concussion, accredited umpiring course and skill video reviews (kicking)

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Skill Development (80%)

- Student ability and performance in AFLW sessions. Fitness and specific skills testing relating to AFLW will be used.

Theory (20%)

- Based on assignments and tests undertaken during theory units.

Cultural Technologies (Italian/Japanese)

Level of Study: Year 8

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

**This subject may replace students' compulsory technology course.*

Subject Description

In **Cultural Technologies (Italian)**, students study one term of Food and Textile Technology and one term of Digital Technology, however lessons are taught in the Italian language, and course content focuses on Italian culture. Students will benefit from increased exposure to the Italian language in an immersion-style classroom environment, rapidly accelerating their language learning and cognitive development. Please note: students must be studying Italian concurrently to enrol in this elective.

In **Cultural Technologies (Japanese)**, students study one term of Food and Textile Technology and one term of Digital Technology, however lessons are taught in the Japanese language, and course content focuses on Japanese culture. Students will benefit from increased exposure to the Japanese language in an immersion-style classroom environment, rapidly accelerating their language learning and cognitive development. Please note: students must be studying Japanese concurrently to enrol in this elective.

Students are introduced to the Technologies curriculum through four separate, yet related learning areas; Cultural Technologies (Italian/Japanese), Food and Textile Technology, Digital Technology, and Design and Technology. Within each of these learning areas students are encouraged to create solutions, developing thinking skills and to manage their own personal projects.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 8 SUBJECTS

Dance - General

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Elective

Subject Description

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will demonstrate an understanding of Safe Dance Practice, the Elements of Dance, form and structure of Dance and Stage Craft elements. Students will learn about the techniques of a range of different styles and cultures which influence the genres of Dance today. Students will complete a short presentation of a style of their choice to share with the class. Dance students will learn a short class routine which will be performed to the other Performing Art class in a showcase of work at the end of the term.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (70%)

Responding (30%)

Using the following assessment tasks:

- Safe Dance Practice
- Elements of Dance highlighted with Short Composition tasks and Reflections
- Extended Student Composition task with Reflections
- Performance workshop

Further Information

This course has a strong practical focus and it is a requirement that students change into either PE uniform or bring appropriate dance clothing to change to wear while participating in the lessons. It is not acceptable to wear PE all day for Dance class.

Dance - Specialist

Level of Study: Year 8

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will demonstrate an understanding of Safe Dance Practice, the Elements of Dance, form and structure of Dance and Stage Craft elements and demonstrate this learning by presenting extended dance work showcasing these skills.

Students will learn about the techniques of a range of different styles and cultures which influence the genres of Dance today and focus on two techniques to build more strength in Dance skill development. Students will complete a short presentation of a style of their choice to share with the class. Dance students will learn one extended or two short class routines which will be performed at the Creative Arts Concert at the end of the semester.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (70%)

Responding (30%)

Using the following assessment tasks:

- Safe Dance Practice – Warm up Creation
- Elements of Dance highlighted in relations to the Dance Genres studied with short Composition tasks
- Extended Student Composition task with Reflections
- Class Dance Performance
- Response to a Live Dance Performance

Further Information

This course has a strong practical focus and it is a requirement that students change into either PE uniform or bring appropriate dance clothing to change to wear while participating in the lessons. It is not acceptable to wear PE all day for Dance class.

YEAR 8 SUBJECTS

Design and Technology

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Compulsory

**Students choose two Technologies subjects for one term each*

Subject Description

In Design and Technology, students further develop their skills, knowledge, and confidence in using tools, machinery and equipment. Problem solving skills are used through a design process to create a range of products using various materials, including Wood and Metal as well as in digital formats through the use of CAD software. Safe working practices are highly emphasised in this course.

Students are introduced to the Technologies curriculum through four separate, yet related learning areas; Cultural Technologies (Italian/Japanese), Food and Textile Technology, Digital Technology, and Design and Technology. Within each of these learning areas students are encouraged to create solutions, develop thinking skills and to manage their own personal projects.

Assessment

Students demonstrate evidence of their learning through the following assessment types:
Practical Activities (70%)
Technological Investigations (30%)

Digital Technologies

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Compulsory

**Students choose two Technologies subjects for one term each*

Subject Description

In Digital Technologies, learning focuses on further developing understanding and skills in computational thinking. Students will have the opportunity to plan and create a range of digital solutions such as interactive phone applications, programmable multimedia solutions, virtual reality simulations and develop their own website.

Students are introduced to the Technologies curriculum through four separate, yet related learning areas; Cultural Technologies (Italian/Japanese), Food and Textile Technology, Digital Technology, and Design and Technology. Within each of these learning areas students are encouraged to create solutions, develop thinking skills and to manage their own personal projects.

Assessment

Students demonstrate evidence of their learning through the following assessment types:
Practical Activities (70%)
Technological Investigations (30%)

YEAR 8 SUBJECTS

Drama

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Elective

Subject Description

Students will revise, examine and improve the Basic Acting Skills and Stagecraft. Students will build on their understanding of role, character and relationships and use voice and movement to sustain character and situation.

Students will study Mime and Tableaux where they will experiment and refine their performance skills and develop their understanding of the use of physicality on stage. Students will learn to shape drama for audiences and learn the Page to Stage process through rehearsal and performance of a class production, with opportunity to respond to the work created. Students will research the history of Theatre with an opportunity to present their findings to the class.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (70%)

Responding (30%)

Using the following assessment tasks:

- Audience Skills
- Group Work
- Creative group performances
- Journal Writing and Reflecting
- Research Task

English

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

English at Year 8 will focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. One lesson a week in the Thomas Library is dedicated to support students' Independent Reading and literacy development.

In Year 8 English, students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. They create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing/Short Story
- Oral presentations/debate speeches
- Essay/Comparative Essay
- Poetry
- Advertising/Media
- Film Analysis
- Creative use of ICTs

YEAR 8 SUBJECTS

Food and Textiles Technology

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Compulsory

**Students choose two Technologies subjects for one term each*

Subject Description

In Food and Textiles Technology, students further develop their skills, knowledge, and understanding in the kitchen while learning about food, nutrition and safe working practices. In textiles, students develop confidence and skills in using a sewing machine and overlocker while following a design process to create personalised Boxer Shorts. Please Note: students will be asked to purchase material for their Boxer Shorts and bring along a basic sewing kit.

Students are introduced to the Technologies curriculum through four separate, yet related learning areas; Cultural Technologies (Italian/Japanese), Food and Textile Technology, Digital Technology, and Design and Technology. Within each of these learning areas students are encouraged to create solutions, developing thinking skills and to manage their own personal projects.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 8 SUBJECTS

Health and Physical Education

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

The Year 8 Health and PE curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%)

- Sports and games will be selected from the game categories (Target, Invasion, Net/Wall, Striking/Fielding).

Theory (20%)

- Focus areas generally include Lifelong Physical Activities, Mental Health and Alcohol and Other Drugs.

Humanities and Social Sciences

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

History (One Semester)

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650–1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Geography (One Semester)

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and Landscapes' and 'Changing Nations'.

- 'Landforms and Landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.
- 'Changing Nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

Assessment

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

YEAR 8 SUBJECTS

Italian

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory
** Students choose either Italian or Japanese*

Subject Description

In Year 8 Italian, students continue to use modelled and rehearsed language in familiar contexts and use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). Students identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian. Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched by the use of adjectives. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register, and study cultural topics such as family, friends, food, and celebrations.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

Japanese

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory
** Students choose either Japanese or Italian*

Subject Description

In Year 8 Japanese, students continue to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Given their exposure throughout Year 7, students are expected to be mostly fluent with hiragana by the start of Semester 2. They continue to use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They continue to experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They broaden their knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They study cultural topics such as cities/travel and weekly routine, continuing to contrast similarities and differences between Japanese and Australian culture.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 8 SUBJECTS

Mathematics

Level of Study: Year 8

Course Length: Full year

Compulsory or Elective: Compulsory

Subject Description

Students completing Year 8 Mathematics study topics across the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They develop their confidence in using and applying Mathematics through the four proficiency strands: Understanding, Fluency, Problem-Solving, and Reasoning.

Year 8 Mathematics focuses on developing skills in:

- Indices
- The four operations with integers
- Fractions, decimals and percentages
- Introducing irrational numbers, like π
- Expanding and factorising expressions
- Solving simple algebraic equations
- Lines on the Cartesian plane
- Area and volume
- Congruence
- Understanding probability
- Statistical calculations and displaying data

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Tests (60%)
- Investigations (40%)

YEAR 8 SUBJECTS

Music - Advanced

Level of Study: Year 8

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

The Music - Advanced course caters for students who wish to extend their studies in music on their chosen instrument/voice. Students wishing to access the Music Advanced stream must either be currently learning a musical instrument/voice through a private instructor or planning to commence private instrumental/vocal lessons in the year of study.

This subject covers aspects of music theory including note names, lengths, treble and bass clef, simple time signatures, ledger lines, rhythmic dictation, key signatures, major and natural minor scales. Students will create and compose music using technology and gain practical experience through playing in the class band.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (60%)

Responding (40%)

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Ensemble performance
- Practical assessments
- Folio of compositions and soundscapes using “Soundtrap”
- Written reflections on each composition

Music - Experience

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Elective

Subject Descriptor

This course aims to reiterate and extend learning from the Year 7 course. All students can access the Music Experience stream regardless of their music experience.

The course covers aspects of music theory including note names, lengths, treble and bass clef, simple time signatures, ledger lines and rhythmic dictation. Students will create and compose music using technology and gain practical experience in keyboard, guitar and drum kit.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (60%)

Responding (40%)

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Practical assessments
- Folio of compositions and soundscapes using “Soundtrap”
- Written reflections on each composition

YEAR 8 SUBJECTS

Netball

Level of Study: Year 8

Course Length: One Semester

Compulsory or Elective: Elective

Subject Description

The Year 8 Specialist Netball Program provides a course that builds upon the foundational skills developed in Year 7, focusing on umpiring. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their ability to control a game.

Practical lessons are enriched through external specialist coaching from Adelaide Thunderbird, Kate Shimmin, and further build upon the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%)

- Performance across all practical lessons

Theory (20%)

- Mental health and wellbeing (aligned with regular PE theory), Netball Journal (including the completion of an online accreditation)

Further Information (Extension Activity)

Year 8 Specialist Netball Program students will attend an excursion to provide umpiring at the Catholic Primary Schools Netball Carnival (SADNA Stadium)

Religious Education

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

At Gleeson, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

In Year 8, students at Gleeson College are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, which will allow students to build understanding and knowledge of their relationships with God, Self and Others, as well as being able to participate in Practical Activities and a Reflection Assessment.

Religious Education Topics and Units:

- Prayer
- Religious Art
- Living the Inspired Life
- Faith in Action
- Sacraments
- World Religion
- MITIOG
- Christmas Traditions

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

YEAR 8 SUBJECTS

Science

Level of Study: Year 8

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

In Year 8 Science, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society. Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. Students undertake study in Year 8 Science through the following topics: Introduction to Science, Physical and chemical changes, Transformation of Energy, Rock formations, Cells, Organs and Body Systems, Reproductive Biology, and Elements and Compounds.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Investigations Folio (60%)

- Practical Investigation
- Research Investigations

Skills and Applications Tasks (40%)

- Knowledge Assignments
- Topic Tests

Visual Art

Level of Study: Year 8

Course Length: One Term

Compulsory or Elective: Elective

Subject Descriptor

This course will further students practical skills as well as their analytical skills through tasks that require them to make and respond in both a formative and summative capacity.

Students will also extend their usage of visual art mediums, understanding how method contributes to the concept of a work. Students will develop their creative thinking skills whilst working within the guidelines of assessment tasks set.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (90%)

- Continuation of Art Elements: Line, Pattern, Tone, Shape and Colour
- Drawing Geometric Shapes and Tone: Students will develop skills in observational drawing with attention paid to rendering tonal values. Experience symbolism in totem poles and apply their knowledge personally to their own artwork.
- Painting: Students will expand their capability to use paint to depict a creative response to a story

Responding (10%)

- Art History: Students will investigate and present chosen Western art history styles and movements.

YEAR 8 SUBJECTS

World Football

Level of Study: Year 8

Course Length: One Semester

Compulsory or Elective: Elective

**Pre-Requisite: Successful completion of Gleeson World Football Program at Year 7 and/or a demonstrated commitment to football and highly developed footballing skills*

Subject Description

The Year 8 World Football Program aims to refine student's individual footballing skills of being able to strike the ball effectively in different situations, take the appropriate first touch, run with the ball at pace with close control and beat a defender using a range of skills moves in a 1v1 situation.

Students will solidify their understanding of the 'Gleeson Way' of playing and will become familiar with the positions and roles of each of these positions within a 4-3-3 formation. Students will develop the ability to work within this formation to effectively keep possession of the ball and to move the ball fluently out from the back, through midfield and into attack. Students will investigate what it takes to be a professional player and the professional player pathways available to them. Students will learn the importance of embracing difference, connection through football and the development of inclusive environments.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Assessment (70%)

- Individual Skill Development and Game Based Ball Possession Skills.

Theory Tasks (30%)

- Focus Areas: Professional football pathways, Health Benefits of Physical Activity, Anti-Discrimination.

Year 9

GLEESON



WITH ONE HEART

YEAR 9 CURRICULUM OVERVIEW

In **Year 9**, all students study Religious Education, English, Humanities and Social Sciences, Mathematics and Science. All Year 9 students study Health and PE. Students can choose to study four semesters from the Arts Learning Area (Music, Dance, Drama, Visual Art), Technologies Learning Area (Design and Technology, Digital Technologies, Digital Design, Fashion and Jewellery Design, Food and Textiles Technology, STEM - Technology and Engineering Focus), Languages Learning Area (Italian, Japanese), HaSS Learning Area (Innovation) and Science Learning Area (STEM - Earth and Space). In Health and PE, students have the option to participate in either of the College's Specialist Sport Programs; Netball, Women's Australian Rules Football (AFLW) or World Football.

YEAR 9
RELIGIOUS EDUCATION
Religious Education
THE ARTS
Dance Drama Music Advanced A and B Music Experience Visual Art
ENGLISH
English
HEALTH AND PHYSICAL EDUCATION
AFLW Health and Physical Education Netball World Football
HUMANITIES AND SOCIAL SCIENCES
Business Innovation Humanities and Social Sciences
LANGUAGES
Italian Japanese
MATHEMATICS
Mathematics
SCIENCE
Science STEM - Earth and Space
TECHNOLOGIES
Design and Technology Digital Technologies Digital Design Fashion and Jewellery Design Food and Textiles Technology STEM - Technology and Engineering Focus

YEAR 9 SUBJECTS

AFLW

Level of Study: Year 9

Course Length: 12 weeks

**Commencing in Week 9, Term 2*

Compulsory or Elective: Elective

Pre-Requisite

The Year 9 AFLW subject is offered to female students who have a keen interest in Australian Rules Football. This subject is a continuation of the Year 8 AFLW subject, although students can still enrol at Year 9 even if they have not previously studied AFLW. The student in this subject must have some experience in playing football and involvement in football teams outside of the school is desirable.

Subject Description

Students within the AFLW subject will benefit from receiving coaching and training from guest speakers and specialist AFL accredited coaches throughout the course. Students will study practical skills in all AFLW skill areas and include a larger focus on movement patterns in forward and defense. Higher order skills will include using the game sense approach, tactical play, game day strategies and setups.

A focus will be on using game simulation videos of participants to teach correct positioning and decision making under pressure.

Students will also undertake theory work that links with ACARA as well as having a specific focus on Australian Rules Football. Theory topics will include: Nutrition of an AFLW footballer, Female Football Pathways and skill video reviews.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Skill Development (80%)

- Student ability and performance in AFLW sessions. Fitness and specific skills testing relating to AFLW will be used.

Theory (20%)

- Based on assignments and tests undertaken during theory units.

Dance

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

This course has a strong practical focus and students will be required to bring a change of clothes for lessons. This does not have to be dance wear, any exercise wear will be fine but must be flexible enough to meet the demands of the flexibility required in class.

Students will learn exercises as part of a Modern Technique class where their balance, coordination, strength and dance skills will be assessed. The class will learn two dance routines of varying genres, which will be included in the Gleeson College Arts Evening and will be part of their performance exam. Dance students will create choreography as a group using the composition skills taught through workshops in class, to perform to an audience of their peers.

The class will view a live theatre performance of an Australian company to practice appraising dance through critical writing. The students will also complete reading and comprehension sheets during the semester to learn about Safe Dance Practices, stage craft elements of performance production and research information about Modern Dance Pioneers.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making 70%

Responding 30%

Using the assessment tasks of:

- Dance Technique Skills Assessment
- Composition and Extended Choreography creation
- Performance Preparation and Exam
- Dance Pioneers History Presentation
- Live Dance Theatre review

YEAR 9 SUBJECTS

Design and Technology

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

This course provides students with an opportunity to build on skills and knowledge to use tools, machinery, computers, equipment and materials appropriately, safely and competently to design and create a range of products. Students will work through tasks that develop their decision-making and problem-solving skills that involves investigating, planning, producing, and evaluating.

Design and Technology is a practical, hands on course that aims to further develop students personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within the Design and Technology course.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

Digital Technologies

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Year 9 Digital Technologies focuses on students' ability to create digital products within four key units - Digital Systems, Data, Digital Games, and Group Projects. Within these units students will examine network, protocol, and the role that software and hardware plays.

Students will collect, manage and analyse 'big data', develop object oriented programming skills while creating a digital game and also work collaboratively to plan, manage and build a tournament robot.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 9 SUBJECTS

Digital Design

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

The Digital Design course offers students the opportunity to blend their technical skill in operating digital systems with flair and aesthetic design elements.

Topics/skills could include Adobe Photoshop, Illustrator, and web design.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 9 SUBJECTS

Drama

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character and maintain focus and manipulate space and time, language, ideas and dramatic action through further study of Stagecraft, Characterisation, Improvisation and a Group Production.

Drama develops skills in collaboration, creativity, and problem solving. Students may explore the role, skills and techniques of on or off-stage roles in their creative presentations. Students will present their Group Production to an audience.

Students will review a professional theatre performance to expand their skills of analysis and evaluation. This will enable students to develop an understanding of the effective use of drama elements and apply this to their own work.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making 70%

Responding 30%

Using the following assessment tasks:

- Creating a group performance for an audience
- Improvisation and play building
- Reflective response to live theatre
- Creative group presentations
- Issues based groups performance and reflection

English

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences. One lesson a week in the Thomas Library is dedicated to support students' Independent Reading and literacy development. Texts chosen for study as a class explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives. Students develop an understanding of how to use a variety of language features to create different levels of meaning. Students study the way that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing, Oral presentations, Essay/ Comparative Essay, Poetry, Novel/Film Study, Multimodal presentations, Group tasks, Creative use of ICTs.

Pathways

Students who successfully complete Year 9 English will be promoted to Year 10 English. Students who enjoy English and have achieved strong academic results in Year 9 English may wish to consider the English Accelerated Semester 2 course, which will allow students to study English as a Stage 1 subject in the second semester of Year 10, in order to achieve 10 SACE credits. Year 10 English Accelerated is offered at Year 10 in consultation with teachers and parents/caregivers.

YEAR 9 SUBJECTS

Fashion and Jewellery Design

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

In this course students learn about the basics of fibre and clothing production, jewellery design and manufacture, as well as exploring trends within the industry.

Students will develop a portfolio in response to a design brief and create products utilising technologies such as a sewing machine, overlocker, laser cutter and jewellers' tools.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

Food and Textiles Technology

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Food and Textiles Technology involves learning in two units - Cooking/Food and Sewing/Textiles.

Students learn about food safety and hygiene, whilst further developing their cooking skills in the kitchen. Students also increase their knowledge of nutrition with a focus on food packaging and labels. Students cook a variety of recipes, with an emphasis on healthy eating and development of different cookery methods.

Through the textiles unit, students investigate ethical and sustainable clothing production practices. They also further develop their skills in using a sewing machine and overlocker. Students work through the design process to construct and design a Hoodie. ****Please Note: students will be asked to purchase material for their Hoodie and bring along a basic sewing kit.***

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

YEAR 9 SUBJECTS

Health and Physical Education

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

The Year 9 Health and Physical Education curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%)

- Sports and games will be selected from the game categories (Target, Invasion, Net/Wall, Striking/Fielding).

Theory (20%)

- Focus areas generally include Food and Nutrition, Safety and the Health Benefits of Physical Activity.

YEAR 9 SUBJECTS

Humanities and Social Sciences

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

History (One Semester)

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

Geography (One Semester)

There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and Food Security’ and ‘Geographies of Interconnections’.

‘Biomes and Food Security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

‘Geographies of Interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Assessment

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

Innovation

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Students learn about the Design Thinking Process and apply this to collaboratively solve real-world problems in the local school community.

Students refine skills in research, communication, creative thinking, oral presentations and collaboration, while developing an entrepreneurial mindset to approach current and future problems with.

Assessment

Students demonstrate evidence of their learning through a series of journal tasks, incorporating evidence of their progress throughout the development of their innovative business solution, as well as a group presentation showcasing the culmination of their collaborative efforts into a ‘pitch’.

YEAR 9 SUBJECTS

Italian

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Elective

Subject Description

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences.

Students develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, *prima ... poi ... infine*). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian. They study cultural topics such as the home, family, travel, fashion, and daily routine.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 9 SUBJECTS

Japanese

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Elective

Subject Description

Students entering Year 9 Japanese are expected to have mastered the hiragana alphabet, and therefore be able to read and write basic Japanese. This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion.

Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of hiragana and begin learning katakana, understanding sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words. They study cultural topics such as school life, daily routine, hobbies and festivals/celebrations.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 9 SUBJECTS

Mathematics

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

Students completing Year 9 Mathematics study topics across the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They develop their confidence in using and applying Mathematics through the four proficiency strands: Understanding, Fluency, Problem-Solving, and Reasoning.

Year 9 Mathematics focuses on developing skills in:

- The index laws
- Proportionality
- Simple interest
- Graphs of linear and non-linear relationships
- Areas of composite shapes
- Surface area and volume
- Similarity of geometric shapes
- Pythagoras' theorem
- Trigonometry
- Understanding probability for two-step experiments
- Statistical calculations and displaying data

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Tests (60%)
- Investigations (40%)

Music Advanced A

Level of Study: Year 9

Course Length: Semester 1 (Half year)

Compulsory or Elective: Elective

Subject Description

Music Advanced A caters for students who are serious about their music studies and wish to extend themselves creatively, practically and theoretically. Students wishing to access the music advanced stream must be currently learning a musical instrument/voice through a private instructor, or have the intention of doing so in this year of study. Students in this course are also encouraged to join one of Gleeson College's many extra-curricular ensembles.

This course builds on students' prior knowledge of music theory, introducing concepts such as major and minor key signatures, major and minor scales, primary triads, major and perfect intervals and basic compositional elements. Students will also learn to aurally recognise rhythms and intervals. Students will compose and arrange music using programmes such as Soundtrap and Sibelius and gain practical experience in both ensemble and solo performance.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Knowledge and Understanding (40%)

- Theory Assignments
- Analysis of works
- Topic tests

Practical Applications (30%)

- Ensemble performance
- Solo Performance

Creative Folio (30%)

- Folio of compositions and arrangements
- Written reflections on each composition/arrangement

YEAR 9 SUBJECTS

Music Advanced B

Level of Study: Year 9

Course Length: One Semester (Half year)

**Pre-requisite: Students must successfully complete Music Advanced A in Semester 1 for entry into Music Advanced B in Semester 2.*

Compulsory or Elective: Elective

Subject Description

Music Advanced B caters for students who are serious about their music studies and wish to extend themselves creatively, practically and theoretically. Only students who have completed “Music Advanced A” in Semester 1, can progress to “Music Advanced B” in Semester 2. Students wishing to access the music advanced stream must be currently learning a musical instrument/voice through a private instructor. Students in this course are also encouraged to join one of Gleeson College’s many extra-curricular ensembles.

This course builds on students’ prior knowledge of music theory, introducing new concepts such as pentatonic scales, secondary triads, minor intervals, compound time signatures, song form and compositional devices such as chordal and passing notes in melody writing. Students will also learn to aurally recognise rhythms, scales, intervals, major and minor chords and melodies. Students will compose and arrange music using programmes such as Soundtrap and Sibelius and gain practical experience in both ensemble and solo performance.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Knowledge and Understanding (40%)

- Theory Assignments
- Analysis of works
- Topic tests

Practical Applications (30%)

- Ensemble performance
- Solo Performance

Creative Folio (30%)

- Folio of compositions and arrangements
- Written reflections on each composition/arrangement

Music Experience

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

Music Experience caters for students wishing to explore the practical, creative and technological side of music, without having a huge focus on music notation and theory. Students choosing music experience in Year 9 will be eligible to study “Music Experience” and “Music Technology” in future years but will be unable to access the “Music Advanced” stream.

Subject Description: This course covers aspects of composing and arranging such as stylistic awareness, song form (verse, chorus, bridge coda etc.), dynamics, articulation, common chord charts, instrumentation and texture. In music technology, students will explore aspects of music production such as sound and audio fundamentals, recording, mixing and using pre and post production techniques. Students will also hone their practical skills in playing basic guitar chords and riffs, basic rock beats on the drum kit and chords on a keyboard.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Knowledge and Understanding (30%)

- Song form analysis
- Music production theory assessment

Practical Applications (30%)

- Practical assessments (guitar, keyboard, drum kit)

Creative Folio (40%)

- Folio of recordings, compositions and/or arrangements
- Written reflections on each composition/recording/arrangement

YEAR 9 SUBJECTS

Netball

Level of Study: Year 9

Course Length: Semester 1 (Half year)

Compulsory or Elective: Elective

Subject Description

The Year 9 Specialist Netball Program provides a course that builds upon the skills developed in Years 7 and 8, focusing on coaching. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their ability to coach younger players.

Practical lessons are enriched through external specialist coaching from Adelaide Thunderbird, Kate Shimmin, and further build upon the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical (80%):

- Performance across all practical lessons

Theory (20%):

- Sports Safety (aligned with regular PE theory, with added face-to-face Sports Strapping course)
- Nutrition (regular vs athlete)
- General coaching principles online accreditation (not graded)

Further Information (Extension Activity)

Year 9 Netball students will attend two excursions to extend their learning and experience:

- Thunderbirds training session.
- Coaching practice with St Francis Xavier's Catholic School primary-level students.

Religious Education

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

At Gleeson College, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

In Year 9, students are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, which will allow students to build understanding and knowledge of their relationships with God, Self and Others, as well as being able to participate in Practical Activities and a Reflection Assessment.

Religious Education Topics and Units:

- **Term 1:** The Bible, What Catholics Believe, Lent and Easter.
- **Term 2:** Mary and Judaism, Living with Good and Evil, Made in the Image of God (Being Human).
- **Term 3:** Made in the Image of God (Being Connected and Being Moral), Ecological Sustainability, Indigenous Spirituality.
- **Term 4:** Catholic Traditions and Celebrations, Made in the Image of God (Being Sexual), Advent and Christmas.

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

YEAR 9 SUBJECTS

Science

Level of Study: Year 9

Course Length: Two Semesters (Full year)

Compulsory or Elective: Compulsory

Subject Description

In Year 9 Science, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences. Students undertake study in Year 9 Science through the following topics: Chemical reactions, Body Coordination, Light, Heat and Sound, Ecosystems, Electrical Energy and Plate Tectonics.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Investigations Folio (60%)

- Practical Investigation
- Research Investigations

Skills and Applications Tasks (40%)

- Knowledge Assignments
- Topic Tests

STEM - Earth and Space

Level of Study: Year 9

Course Length: Semester 2 (Half year)

Compulsory or Elective: Elective

Subject Description

Topic 1: The Geometry of the Earth

In Mathematics, students learn geometry on a flat surface. The Earth's surface, however, is curved; this has implications for how we measure position and distance between points on the Earth's surface, and the most efficient ways to move people and cargo around the world.

Students will build on understanding from Semester 1 of Year 9 Mathematics to explore these concepts and explore how algorithmic thinking can assist in decision making.

Topic 2: Exploring the Universe

The last few years have seen many exciting developments in space science and access to space, including the launch of the Australian Space Agency, based in Adelaide. In this topic, students will explore several aspects of astronomy, including the solar system and beyond, as well as the benefits and costs of space-based technology for life on Earth.

Topic 3: Sustainability in inhospitable environments

A challenge for the next generation is how to grow food in inhospitable conditions, such as deserts, cities, in space, and potentially on other planets. In this open-ended unit, students will explore issues in growing food sustainably in an inhospitable environment, and possible solutions to these issues.

Assessment

Students demonstrate evidence of their learning through developing a folio of learning, which will include assignments, reports, and in-class tasks.

YEAR 9 SUBJECTS

STEM - Technology and Engineering Focus

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

In this problem-based design and engineering course students will study the effects of mass, force, and aerodynamics on an object before using traditional and advanced manufacturing techniques to design, test, manufacture, race and evaluate a F1 style Co2 race car.

Students will follow a design process and be guided by the regulations of the F1 in Schools international competition.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Activities (70%)

Technological Investigations (30%)

Visual Art

Level of Study: Year 9

Course Length: One Semester (Half year)

Compulsory or Elective: Elective

Subject Description

In Year 9 Visual Art, students will further their practical skills as well as their analytical skills through tasks that require them to make and respond in both a formative and summative capacity. They will also extend their usage of visual art mediums, understanding how method contributes to the concept of a work. Students will expect to develop their creative thinking skills whilst working within the guidelines of assessment tasks set.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Making (90%)

- Sketch Book Cover
- Graphic Design-Adelaide Fringe Poster
- Perspective- How to draw using one and two-point perspective.
- Lino printing- Making stickers, designing, carving, printing.
- Portraiture- Advance their figure drawing skills with a study of facial proportions through portraiture.

Responding (10%)

- Theory - Explore Portraiture, responding critically about the history of Portraiture art.

YEAR 9 SUBJECTS

World Football

Level of Study: Year 9

Course Length: Semester 1 (Half year)

**Pre-Requisite: Successful completion of Year 8 World Football Program and/or a demonstrated commitment to football and highly developed footballing skills.*

Compulsory or Elective: Elective

Subject Description

The Year 9 World Football Program will enhance students understanding of the 'Gleeson Way' of playing. Students will refine their ability to work effectively within a 4-3-3 formation in order to keep ball possession and to move the ball fluently out from the back, through midfield and into attack. Students will practice concepts to improve their ability to quickly win back the ball when the opposition has the ball through pressing and pressuring. Students will begin to develop an understanding of how to effectively transition between the two game phases of ball possession and when the opposition has the ball.

Students will develop refereeing skills by completing their Laws of the Game online modules and undertaking the Level 4 Referees course through Football South Australia. Students will incorporate ICT to support their skill development.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Practical Assessment (70%)

- Individual Skill Development and Game Based Ball Possession Skills.

Theory Tasks (30%)

- Focus Areas - Refereeing (including undertaking Level 4 Referee Course), Using ICT to develop football skills, Culture development.

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