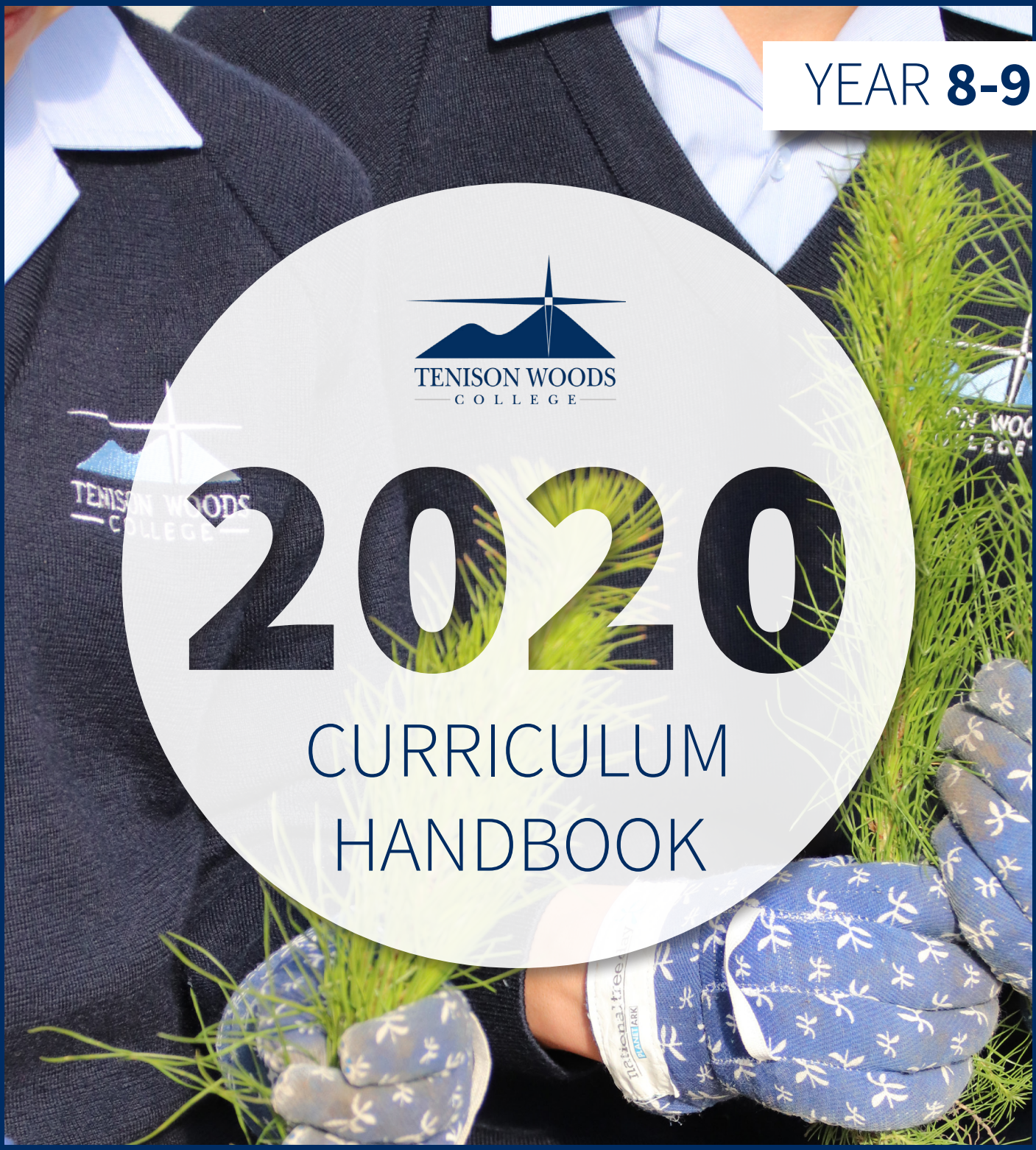
YEAR **8-9**



TENISON WOODS COLLEGE

2020

CURRICULUM HANDBOOK

TENISON WOODS COLLEGE

LET YOUR *light* SHINE

TENISON WOODS COLLEGE • MOUNT GAMBIER

Welcome

At Tenison Woods College we believe that every learner has a place, every learner has a pathway and every learner will shine. That is our challenge and our celebration.

This handbook expresses vibrantly that belief through the exciting variety of learning opportunities available for secondary school students at Tenison Woods College. Increasingly, Year 8 and 9 students require greater choice in developing their own learning programs and ensuring that they acquire the knowledge, skills, values and attributes essential in their future careers and study.

Our Middle School philosophy at Tenison Woods College recognises the importance of adolescents being engaged in and challenged by their learning. We respond to their diverse interests and talents, while strengthening students' competence and confidence in managing life's opportunites through complex educational programs.

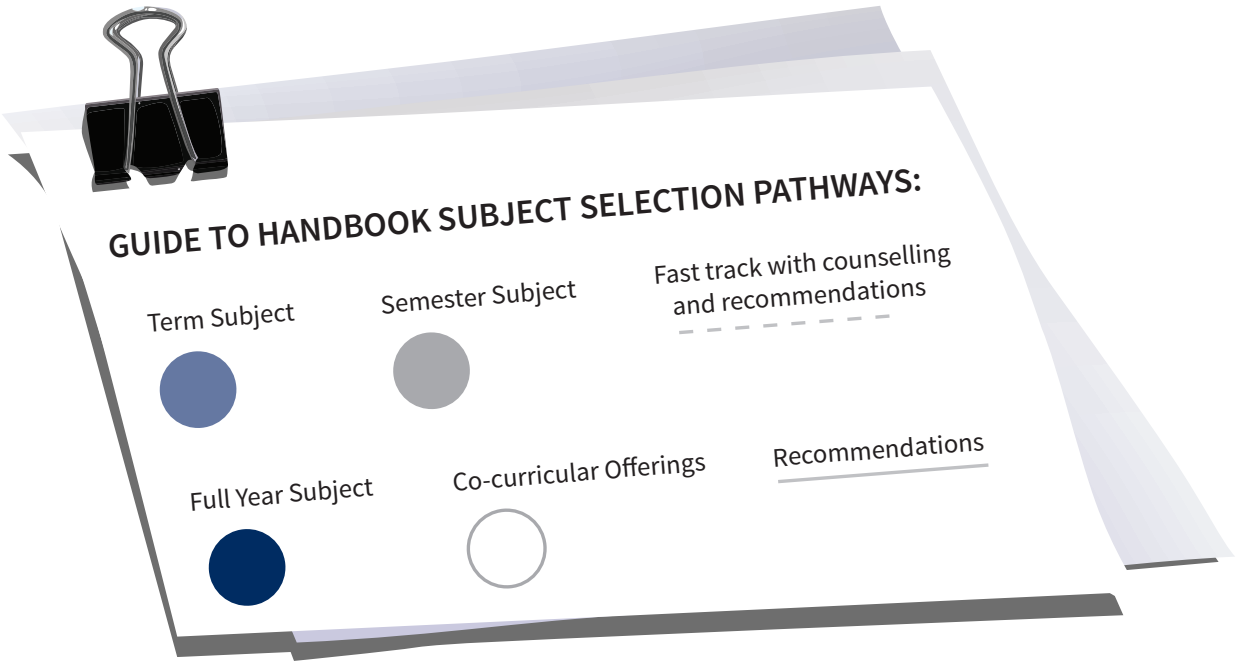
We are proud of the range of learning opportunities available at the College, both in the core curriculum and co-curricular activities. We value the strong support from parents as partners in the education of their children who are inspired by the excellent learning facilities provided at Tenison Woods College. All of these complement our Middle School programs and are reflected in our subject offerings.

Please read through the handbook carefully and discuss the options available with your child and with the relevant teachers at the school. For additional information please contact either Head of the Middle School, Nick Patzel or Director of Learning, Scott Dickson.

David Mezinec
Principal

2020 YEAR 8-9 CURRICULUM HANDBOOK

[CONTENTS]



LET YOUR *light* SHINE

[SUBJECT SELECTION GUIDELINES FOR STUDENTS]

GUIDELINES

This Curriculum Handbook is intended to assist in providing you with information about subjects in Years 8 and 9 at Tenison Woods College. It contains an overview of the information about the pattern of subjects on offer, as students move into the middle years of secondary education.

It is strongly recommended that the information presented in this handbook is read carefully to guide families through the sometimes challenging process of subject selection. In addition to the information in this handbook you may also access information from the Subject Selection Team, as well as other publications.

FURTHER RESOURCES

- Tenison Woods College Pathways Expo
- Job Guide Website
- SATAC Tertiary Entrance Booklet
- SATAC University Guide / Website
- VTAC University Guide
- Other Interstate University Guides/websites
- TAFE SA and other RTO websites
- Various tertiary institution information booklets and websites

MIDDLE SCHOOL SUBJECT SELECTION TEAM CONTACTS

Name	Phone	Email
Nick Patzel - Head of Middle School	8724 4622	patzn@tenison.catholic.edu.au
Scott Dickson - Director of Learning	8724 4651	dicksc@tenison.catholic.edu.au
Jody Elliott, Careers Counsellor	8724 4650	ellij@tenison.catholic.edu.au
Joanne MacLean - VET Coordinator	8724 4658	maclj@tenison.catholic.edu.au
Alex Window - Middle School Pathways Support Coordinator	8724 4673	winda@tenison.catholic.edu.au
Subject and Homegroup Teachers	8725 5455	info@tenison.catholic.edu.au

SUBJECT SELECTION PROCESS:

STEP 1 Using the Curriculum Handbook, you need to choose the subjects which meet the Year 8 or Year 9 pattern and complete your subject selection form under the guidance of your teachers, parents and the pathways team.

You should also carefully consider:
- Your interest in the content of the subjects you are currently studying;
- The Year 8 or Year 9 curriculum pattern
- Information gathered at Tenison Woods College Pathways Expo, Information Evenings, and your teachers;
- Advice from the Career Counsellor, VET Coordinator, Head of School and your subject teachers.

STEP 2 Once you have chosen the subjects that you would like to study, enter them on your subject selection form.

STEP 3 Students will enter subject selections on the Edval Web Choice form. Students will receive a printout of their selections.

STEP 4 You will later be advised as to whether you are able to study your first choice of subjects at the next year level. Should subject clashes or class numbers prevent this from being possible you will be informed and alternative choices will be discussed.

[YEAR 8 CURRICULUM OVERVIEW]

WHAT CAN I CHOOSE?

Year 8 is the first year where students are able to make choices about their education. It can seem a daunting task at first, how can anyone of that age know what they will be doing in five years' time?

However, with support from experienced teachers, students will be able to select a broad range of experiences that will ensure a multitude of options in the future.

COMPULSORY SUBJECTS FOR THE FULL YEAR:

- Maths
- Health and Physical Education (HPE)
- Pastoral Care
- English
- Humanities and Social Sciences
- Religious Education
- Science
- ***LANGUAGES:***
  3 or more years experience equals inclusion in Continuers
  Less than 3 years experience results in Pathway B. Choose between Italian or Chinese (to be studied over Year 8 and Year 9)

YEAR 8 CURRICULUM PATTERN

Core Subjects	**Lessons Per Week**	**Minutes Per Week**	**Duration**
Religious Education*	4	160	Full Year
English*	5	200	Full Year
Mathematics*	5	200	Full Year
Science	5	200	Full Year
HASS* (Humanities and Social Sciences)	5	200	Full Year
Health and Physical Education (HPE) or High Performance Sports Program (HPSP)	4	160	Full Year
Pastoral Care*	1	40	Full Year
Languages	3	120	Full Year
**Subjects are completed in Homegroup Classes*			
Core Rotation Subjects			
Design & Technology	4	160	Term Courses
The Arts	4	160	Term Courses
Total:	**40**	**1600**	

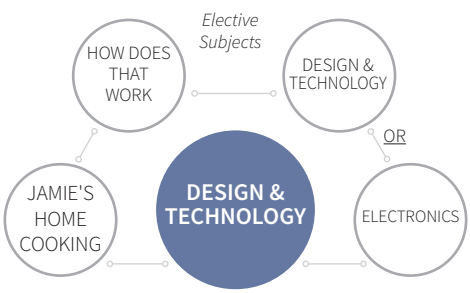
Homegroup based subjects - *All students must complete a whole year of:*
- Religious Studies, Pastoral Care, English, Maths, HASS (History / Geography).

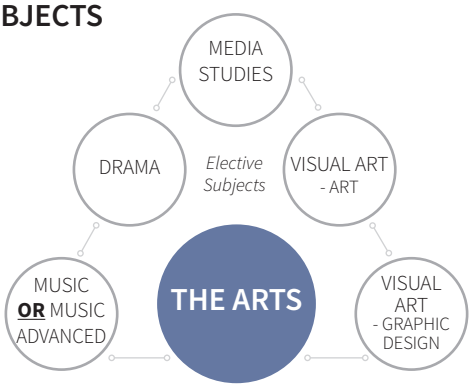
Non-Homegroup based subjects - *All students must complete a whole year of:*
- Languages - Italian Continuers or Italian Pathway B or Chinese (students select one, more than 3 years experience is Continuers, less than 3 years experience is Pathway B)
- The Arts - students to do one term of each course
- Design and Technology - students to do one term of each course
- Science
- HPE

Exceptions - *In lieu of one other rotation course (by request):*
- Music Advanced

YEAR 8 CORE ROTATION SUBJECTS

(Completed by all students)
DURATION: TERM





[YEAR 9 CURRICULUM OVERVIEW]

WHAT CAN I CHOOSE?

Year 9 is the final year of Middle Schooling for students at Tenison Woods College. In recognition of this, the students are given greater control over their subject choices.

Support and counselling from experienced teachers ensures that students select a broad range of experiences in order to maximise their options for the future.

COMPULSORY SUBJECTS FOR THE FULL YEAR:

- Mathematics
- Pastoral Care
- Health and Physical Education
- English
- Humanities and Social Sciences
- Religious Education

COMPULSORY SUBJECTS WITH ELECTIVE COMPONENTS:

Science:
Four elective term-length modules to be chosen from the following:

Biological Sciences (10 week modules)
• 'CSI - Forensic Science'
• 'Growing Your Own'

Physical Sciences (10 week modules)
• 'Making Waves'
• 'You've Got the Power'

Earth and Space Sciences (10 week module)
• 'Disasters'

Chemical Sciences (10 week modules)
• 'Look Good Smell Good'
• 'Atoms, Acids and Alcohol'

(Note: No more than one elective from each sub-strand may be chosen. For details refer to the Science section of this handbook).

LANGUAGES:

Chinese (full year) or Italian (continuers) or B (full year). Continuing with same language choice from Year 8.

YEAR 9 CURRICULUM PATTERN

Core Subjects	**Lessons Per Week**	**Minutes Per Week**	**Duration**
Religious Education*	4	160	Full Year
English*	5	200	Full Year
Mathematics*	5	200	Full Year
Science	5	200	Full Year
Humanities and Social Sciences (HASS)*	5	200	Full Year
Health and Physical Education (HPE)*	4	160	Full Year
Pastoral Care*	1	40	Full Year
Languages	4	160	Full Year
**Subjects are completed in Homegroup Classes*			
Elective Subjects			
Elective 1	4	160	Semester Courses
Elective 2	4	160	Semester Courses
Total:	**40**	**1600**	

Homegroup based subjects - *All students must complete a whole year of:*
- Religious Studies, English, Maths, HASS and HPE with their Homegroup Class

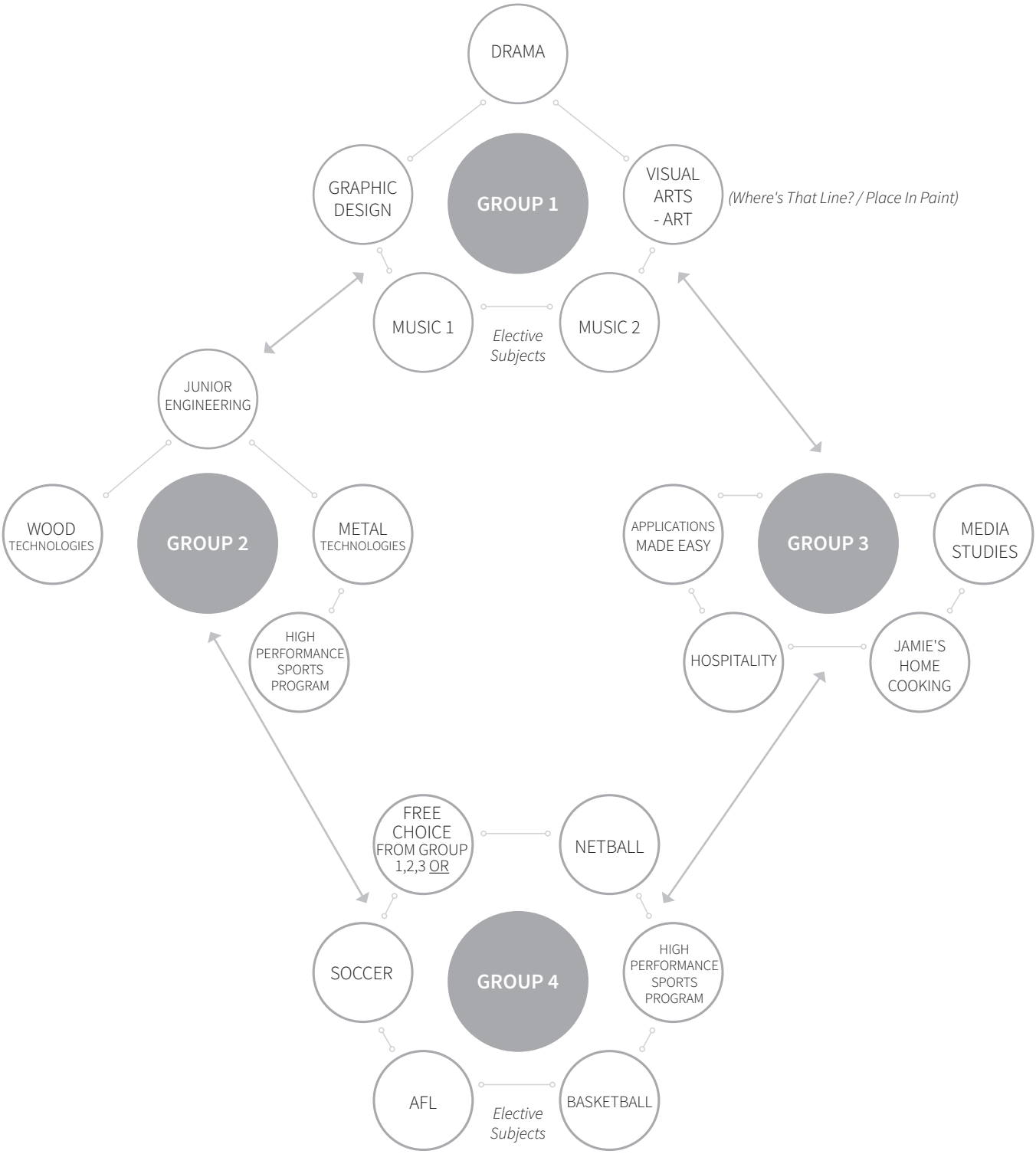
Non-Homegroup based subjects - *All students must complete a whole year of:*
- A full year of Languages - Italian Continuers, Italian Pathway B or Chinese
- Science - students select four* one term Science elective courses
- Four *Electives - 2 per semester

[YEAR 9 CURRICULUM OVERVIEW]

YEAR 9 ELECTIVE SUBJECTS

Students to select one from each group

DURATION: SEMESTER



[SUBJECT SELECTION TIMELINE]

YEAR 8 AND YEAR 9 SUBJECT SELECTION DATES - HIGHLIGHTED IN BOLD

2020 Year 8 to 12 Pathways Expo and Information Night, 6pm PRC

2020 8-9 Subject Selection forms to be returned to Homegroup Teacher
2020 10-12 Subject Selection forms to be returned to PRC Admin Office

Webchoice Opens
Year 10, 11 and 12 Webchoice forms emailed to students

2020 Year 8 Subject Finalisation, St Anthony's Catholic Primary School Millicent, 5:30pm

2020 Senior School Subject Selections, St Anthony's Catholic Primary School, Millicent 4:30pm - 7:30pm

2020 Year 8 Subject Finalisation, Mary MacKillop Memorial School Penola, 5:30pm

2020 Senior School Subject Selections, Mary MacKillop Memorial School, Penola 4:30pm - 7:30pm

2020 Year 8 Subject Finalisation, St Thomas of Aquinas Naracoorte, 5:30pm

New Mount Gambier and Districts Students Subject Selections to be finalised and return forms to front office by August 22

Webchoice Opens
Year 8 2020 Subject Selections in Webchoice - current students

2020 Senior School Subject Counselling

Webchoice Opens
Year 9 2020 Subject Selections in Webchoice - current students

Last day for Webchoice Submissions

Senior School Recounselling Commences Year 10, 11 & 12

If Subjects have not been selected and entered into Webchoice by this date, subject choices may not be guaranteed.
Please contact Sean Quirke to discuss your options

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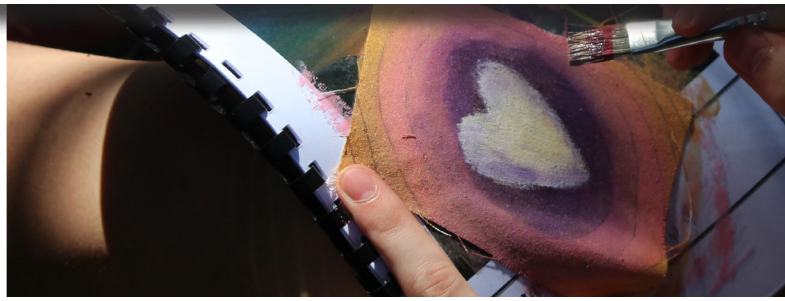
RELIGIOUS **EDUCATION**



"*Let us rejoice in the goodness of our Heavenly Father who has made our world so full of Beauty.*"

Julian Tenison Woods

TENISON WOODS COLLEGE

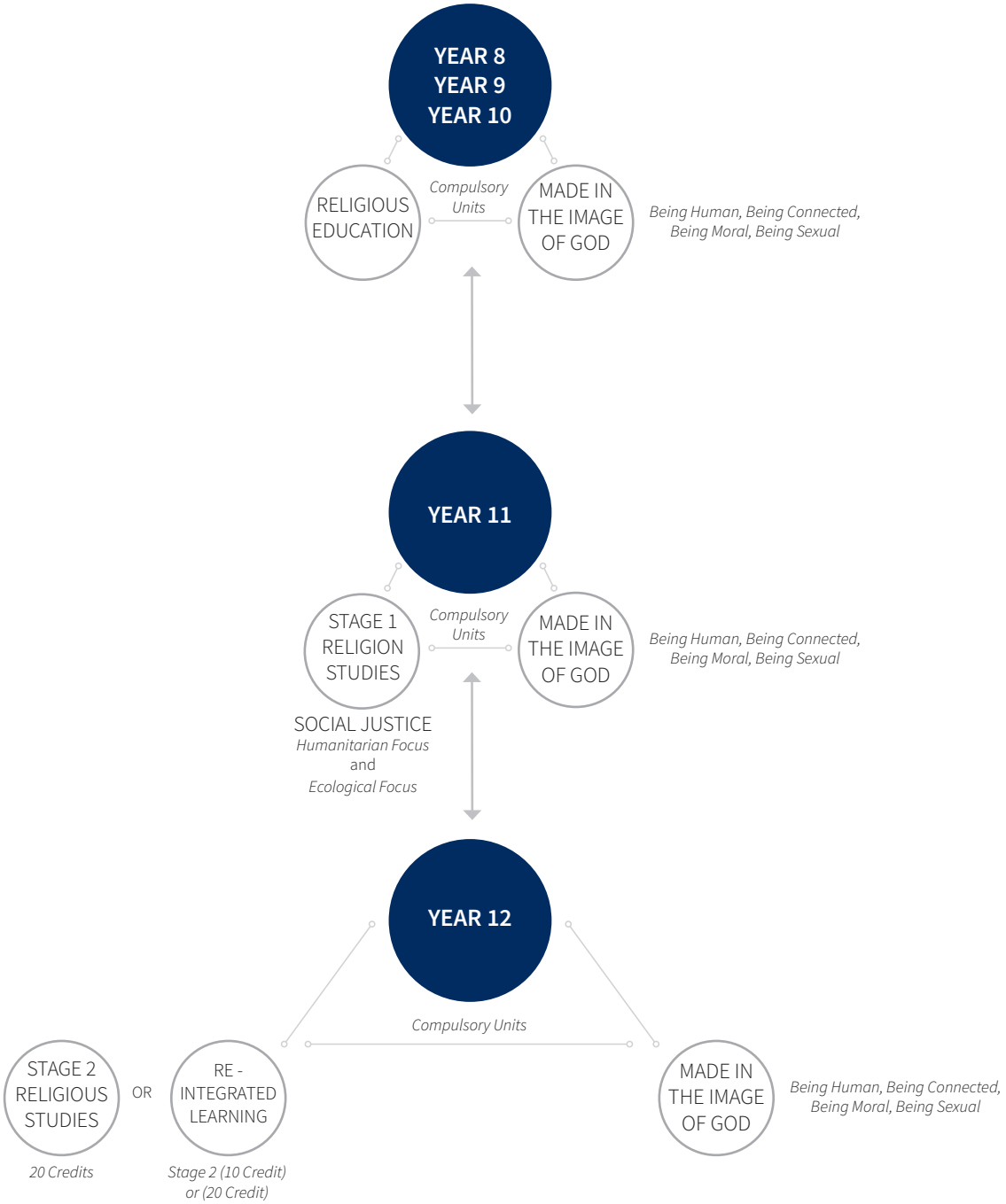
2020

CURRICULUM

YEAR 8-9

Assistant Principal Religious Identity and Mission
MS MICHELLE COOTE
Email: cootm@tenison.catholic.edu.au • Phone: 8725 5455

[RELIGIOUS EDUCATION]



[RELIGIOUS EDUCATION]

Religious Education at Tenison Woods College aims to develop students' religious understanding in the light of the Catholic tradition, so that they can contribute positively in the life of their faith communities and wider society.

The curriculum is inclusive of students who have not benefited from prior Religious Education as well as those who come from a Catholic primary school or home background. Students from other Christian traditions and other faiths can participate effectively in classes, as the program caters for the diversity of all students.

The Religious Education curriculum at Tenison Woods College is a progression, building on concepts already studied and respecting the growing maturity of the students. Students are invited to engage in a conversation between the world they know and the faith to which they are called. The aim is for students to create their own synthesis between life, faith and culture. The Crossways RE curriculum for South Australian Catholic Schools is the core document for planning all units in Religious Education. Wherever possible the application of this curriculum is enacted through student led Faith in Action projects in the College and wider community.

Student assessment in Religious Education has two components:

Knowledge and Skills	Progress is assessed through students explaining, demonstrating, making or performing;
Values and Attributes	Students are encouraged to reveal their values, understanding and attitudes of the mission of the Church through discussion, presentations and actions. Their personal faith is not assessed or reported on within the subject.

In addition to the formal curriculum and Faith in Action opportunities in the Middle School, outcomes are met through opportunities to pray and worship. Prayer is held daily in the classroom and is planned and led by both students and teachers. Combined year level prayer is organised by a different class each week with the whole year level in attendance. Masses are held weekly, with each class having the opportunity to attend a Mass at least once a term. Whole School masses are held once a term. Family members are warmly welcomed to attend all Masses.

Each year students experience a ***Retreat Day*** off site that is an opportunity to reflect as a year level on contemporary issues through the lens of gospel and Christian values. The Retreat Day is compulsory for all Year 8 & 9 students.

MADE IN THE IMAGE OF GOD

Made in the Image of God (MITIOG) is the mandated human sexuality education program for all Catholic schools in South Australia. As is the case with all curriculum areas in a Catholic School, it is grounded in a Catholic understanding of the human person. Parents are encouraged to contact Michelle Coote with any specific questions about the MITIOG Program.

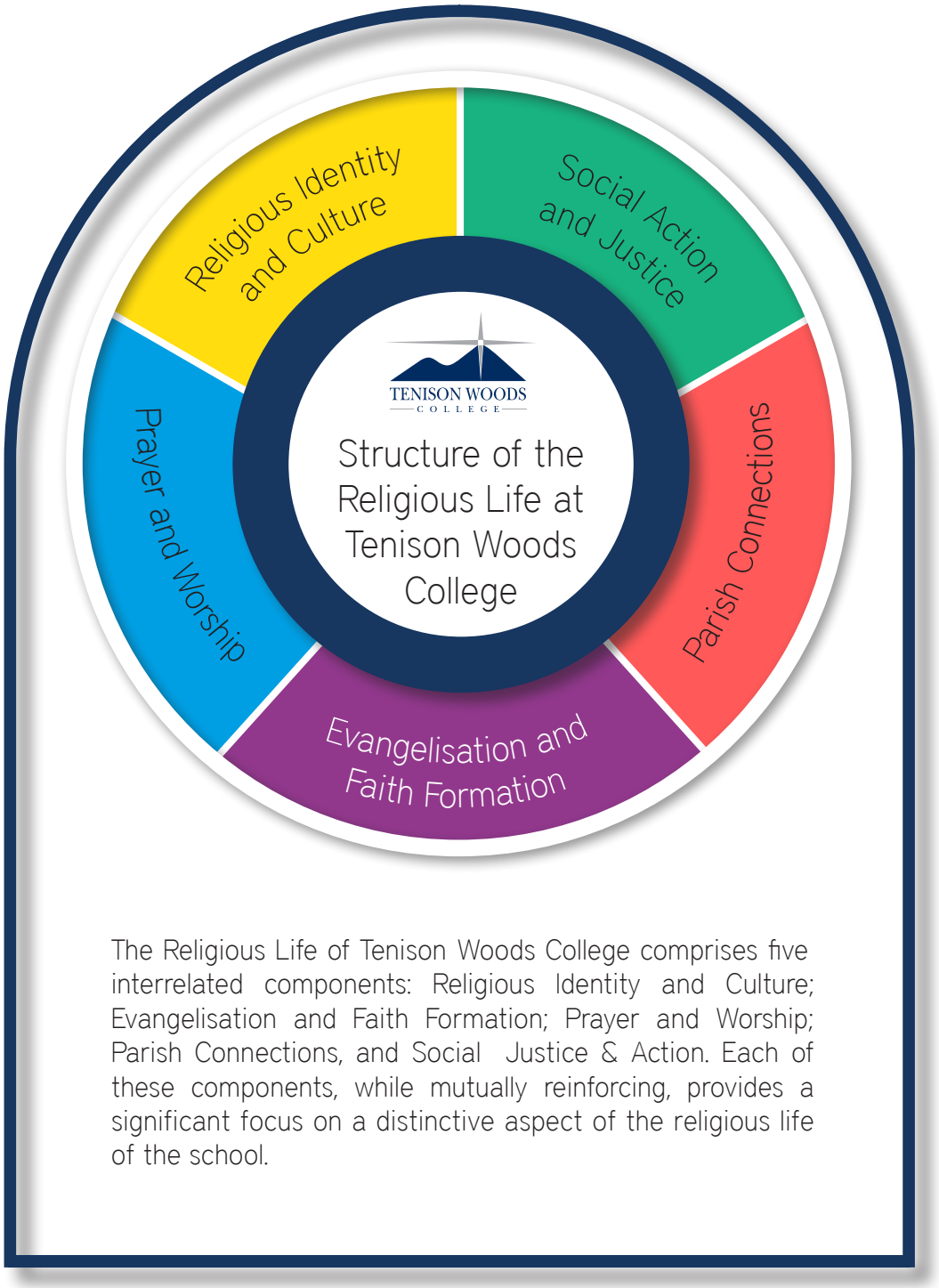
YEAR 8

Specific content covered includes: Components of personality and behaviour; changes in adolescence: spiritual, social, intellectual and sexual development; at risk behaviors; lifestyle related illnesses; conscience and decision making skills.

YEAR 9

Specific content covered includes: Moral, sexual and emotional dimensions of change; responsible behaviour; sexual feelings and relationships; Church's Moral teaching; lifestyle related illnesses and choices for healthy living.

[RELIGIOUS EDUCATION]



The Religious Life of Tenison Woods College comprises five interrelated components: Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; Parish Connections, and Social Justice & Action. Each of these components, while mutually reinforcing, provides a significant focus on a distinctive aspect of the religious life of the school.

LET
YOUR
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SHINE

PASTORAL **CARE**

TENISON WOODS
COLLEGE

2020

CURRICULUM
YEAR 8-9

"This is how all will know that you are my disciples, if you have love for one Another."

Director of Wellbeing TANIA SIGLEY

Email: siglt@tenison.catholic.edu.au • Phone 8724 4609

SHINE + health
successful help involved name emotions
brightly at TENISON WOODS COLLEGE

[PASTORAL CARE]

COMPULSORY FOR YEAR 8 AND 9 STUDENTS

The vision statement for Catholic Schools in South Australia states that: "Catholic schools educate young people in all dimensions of life by developing the whole person" (South Australian Commission for Catholic Schools, 1991). While each subject has a significant role to play in different aspects of education, Pastoral Care has the over arching responsibility for the whole student.

The Pastoral Care program at Tenison Woods College has both informal and formal components. The aim of the informal aspect of Pastoral Care is to help create an environment where each student feels valued for their distinctiveness, safe to express their individuality and respects the rights and dignity of others. The aim of the formal Pastoral Care program within the school is to involve students in programs and situations that allow them to develop as caring, committed individuals who respect themselves and others.

All students within the Year 8 and Year 9 student cohort will participate in a formal Pastoral Care program. It is conducted by their Pastoral Care Group (Homegroup) teacher and contributes to the personal development of the student. The program is aimed at developing resilience and wellbeing based on the PERMA + model of wellbeing as a result of our partnership with SAHMRI. The PERMA + model involves looking at: Positive Emotions, Engagement, Relationships, Meaning and Accomplishment plus nutrition, sleep and optimism. Complementing this is the Child Protection Curriculum.

Year Level: 8
Length: One 40 minute lesson per week for the full year.
Prerequisites: Not required
Additional Costs: Participation in workshops or guest speakers organised by the school.
Assessment: Students will receive a written report from their Homegroup teacher commenting on their participation and interest in class activities.

Year 8 Course Description:
Due to the numbers of new students at this year level, the Year 8 Pastoral Care program has a strong focus on getting to know students in the year level and building positive relationships. Students begin the year with an Orientation Program Week that encourages students to develop new friendships. Students undertake a 5 Week LifeChanger challenge aimed at 'awakening their hero within' and building on their wellbeing skills. As the year progresses, students will explore the following themes and issues:

- Being organised • Self-management • Time management
- Social management • Self-worth • Self-awareness

Inclusion:
- Belonging • Importance of being positive and happy
- Building strong relationships, respect.

Thinking Strategies:
- Growth mindset • Mindfulness • Knowing your strengths.

Keeping Safe:
- Cyber Safety • Where do I get help

Participation in focus days:
- Aboriginal and Torres Strait Islander Awareness • R U OK? Day
- National Day against bullying • White Ribbon Day

Year Level: 9
Length: One 40 minute lesson per week for the full year.
Prerequisites: Not required
Additional Costs: Participation in workshops or guest speakers organised by the school.
Assessment: Students will receive a written report from their Homegroup teacher commenting on their participation and interest in class activities.

Year 9 Course Description:
The Year 9 Pastoral Care program covers themes that have specific relevance to students as they move from Middle School towards the Senior School. The program is structured to allow students to control the direction and outcomes of their own learning.
With teacher guidance, students will explore the following areas:

Getting Organised
- Getting to know you • Building positive relationships
- Time management and goal setting

Beyond School
- Community awareness • Social action • Servant leadership

Personal Character and Self Worth
- Positive body image • Stress management • Respecting yourself • Problem solving • Helpful thinking and self talk

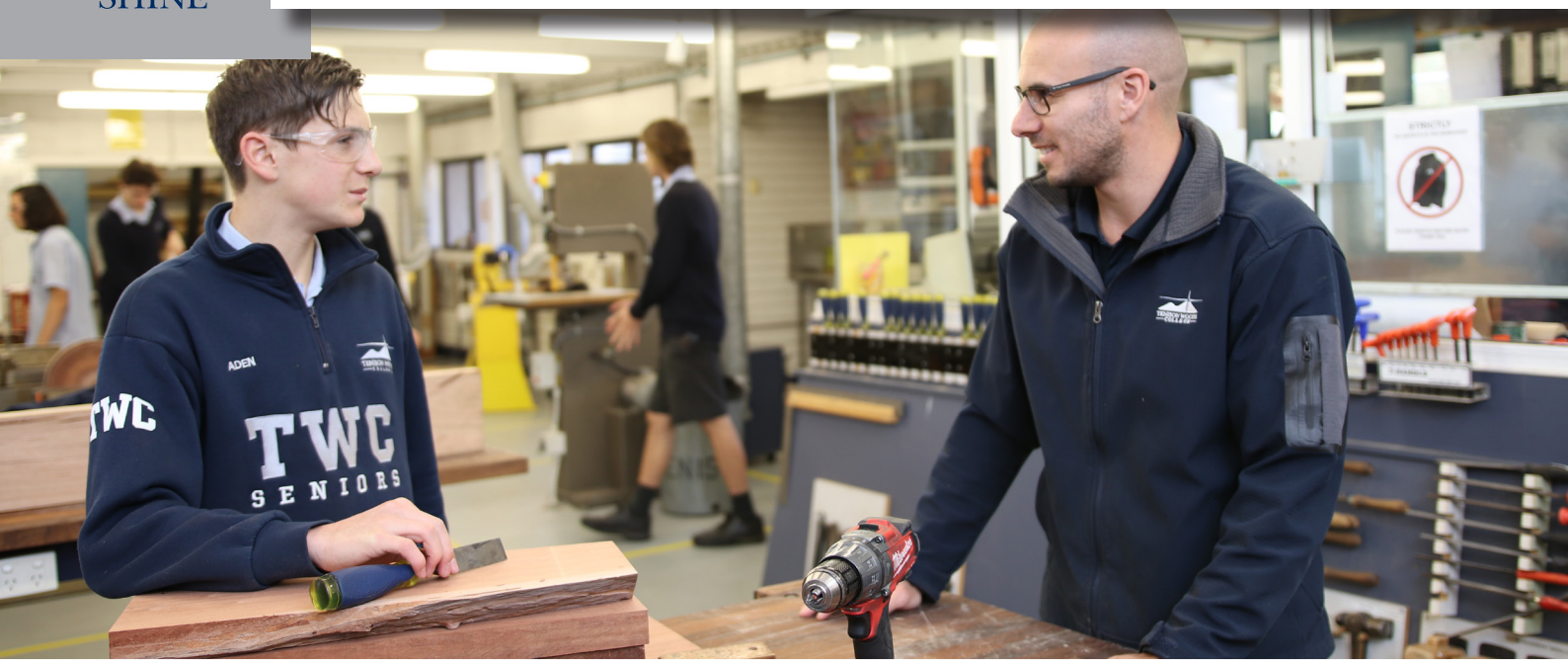
Cyber Awareness
- Privacy laws • Cyber bullying • Sexting • Digital reputation

Respect
- Others • Friendships • Parents • Communication
- Yourself – body image

Participation in focus days
- Aboriginal and Torres Strait Islander Awareness
- R U OK Day
- National Day Against Bullying
- White Ribbon Day

LET YOUR *light* SHINE

VOCATIONAL EDUCATION **TRAINING (VET)**



TENISON WOODS COLLEGE

2020 CURRICULUM YEAR 8-9

"Never see a need without doing something About it."
Mary MacKillop

VET Coordinator
MRS JOANNE MACLEAN
Email: maclj@tenison.catholic.edu.au • Phone: 8725 5455

CONTENT STRAND: ACADEMY OF HOSPITALITY

[VOCATIONAL EDUCATION TRAINING (VET)]

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE Colleges and a range of other registered training organisations.

In SACE, students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

WHY SHOULD YOU DO VET COURSES?
You will be trained in skills, which will improve your chances of being employed. Many of the skills will be useful for a wide range of careers beyond the VET course you might enrol in. You will leave school with qualifications recognised by both the education system and industry, giving you more choices in life. You will receive credit towards traineeships and apprenticeships, giving you a head start. You will gain hands-on experience in your chosen industry, allowing you to make better career choices.

ACADEMY OF HOSPITALITY (CERTIFICATE II)

Year Level: Stage 1 (available to Year 9, 10 & 11 Students)
SACE Credits: Minimum 20
Pathways: Employment, further TAFE study at Certificate III
Prerequisites: No prerequisites.
Length: Year 9: 1 semester or 1 year
Year 10: 1 semester or 1 year
Year 11: 1 Semester or 1 Year

Course Description:
The full Certificate II will take two years to complete. Sudents are able to achieve some units of compentency if a semester only is completed. Undertaking this course allows students to experience a range of routine hospitality work activities. The Certificate II qualification provides individuals with introductory knowledge and skills for initial work, community involvement and further learning. These skills are extended in Certificate II where students will complete all competencies by participating in a range of activities including group and individual tasks relevant to industry standard learning.
All learning tasks will be performed in a variety of locations and modes including the Sugarloaf Café at Tenison Woods College where the students are able experience industry standard learning.
Participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course.

Assessment:
Certificate II Hospitality is skills based and requires students to achieve specific Hospitality competencies. Training provided through an auspicing agreement with AIET.

Year 1:
- Work effectively with others
- Source and use information on the hospitality industry
- Interact with customers
- Show Social and Cultural sensitivity
- Use Hospitality skills effectively
- Use hygenic practices for food safety
- Participate in safe work practices
- Maintain the quality of perishable items
- Prepare and present sandwiches
- Prepare and present simple dishes

Year 2:
- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Serve food and beverages
- Provide advice on food
- Process financial transaction

Cost:
$225 per year for course and training materials.
$65 Uniform Cost fee which becomes the property of the student (this is an approximate cost and will be adjusted accordingly).
Some second hand uniforms may be available to purchase.
Covered leather school shoes or safety boots are also manditory.
Excursion costs as required.

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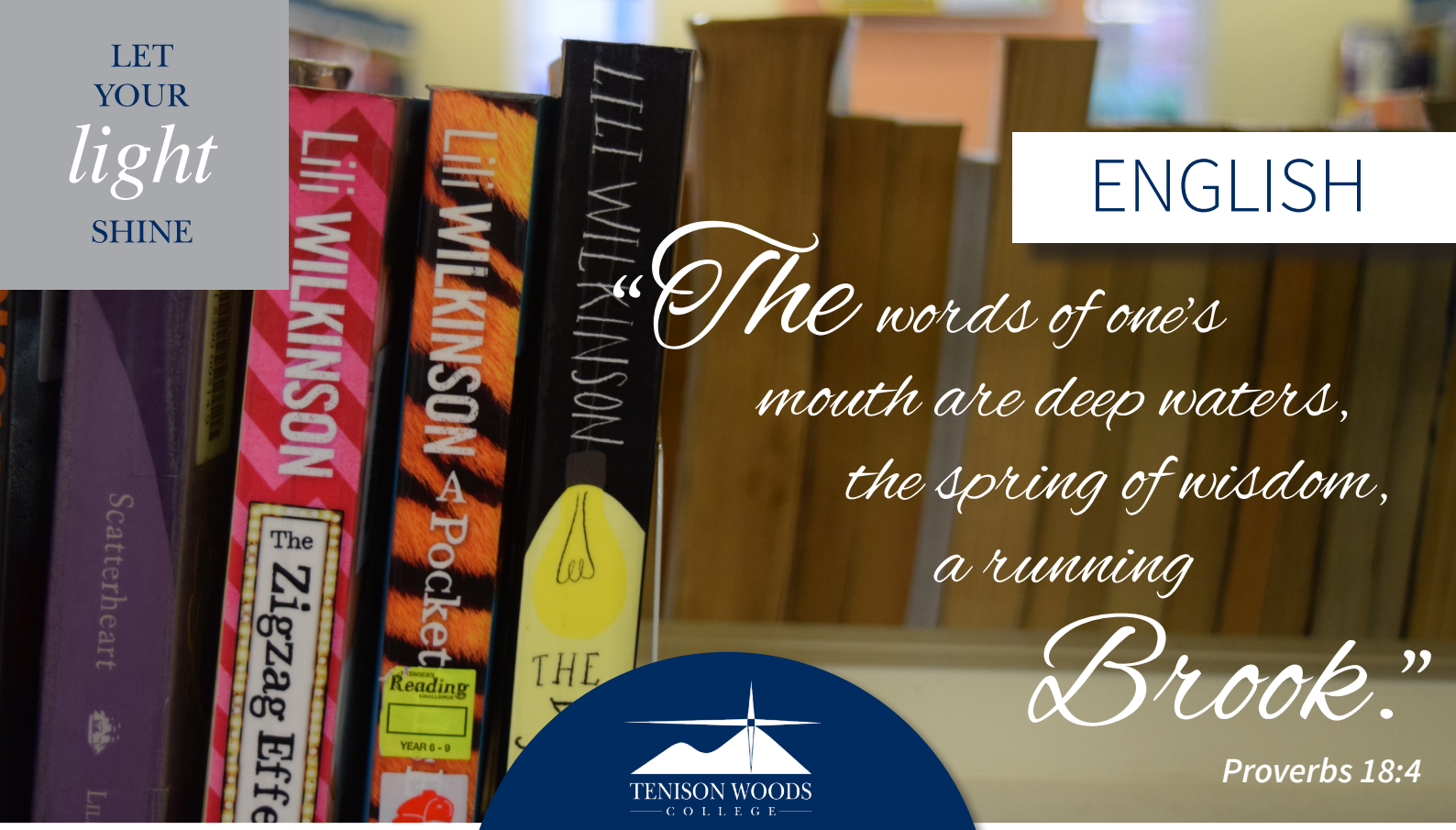
ENGLISH

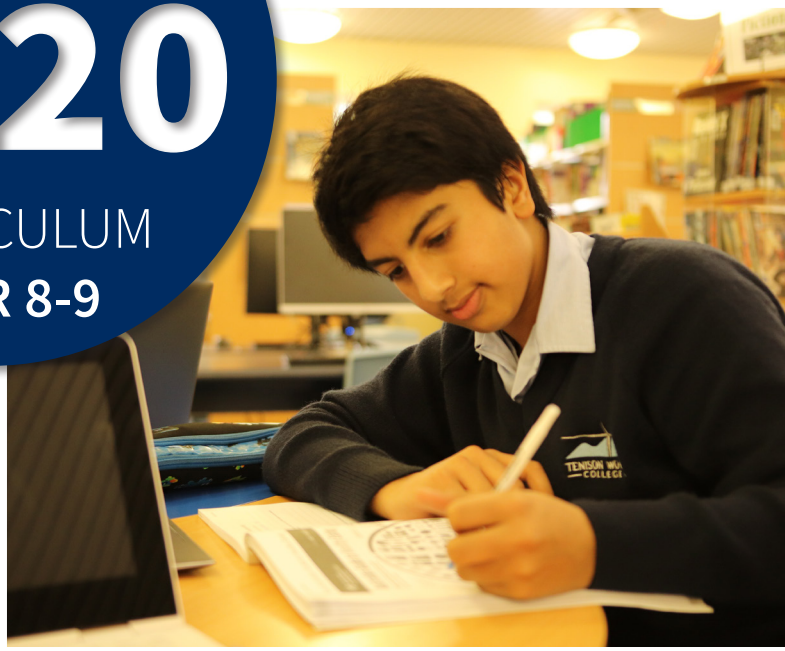


"The words of one's mouth are deep waters, the spring of wisdom, a running Brook."

Proverbs 18:4

TENISON WOODS COLLEGE

2020 CURRICULUM YEAR 8-9

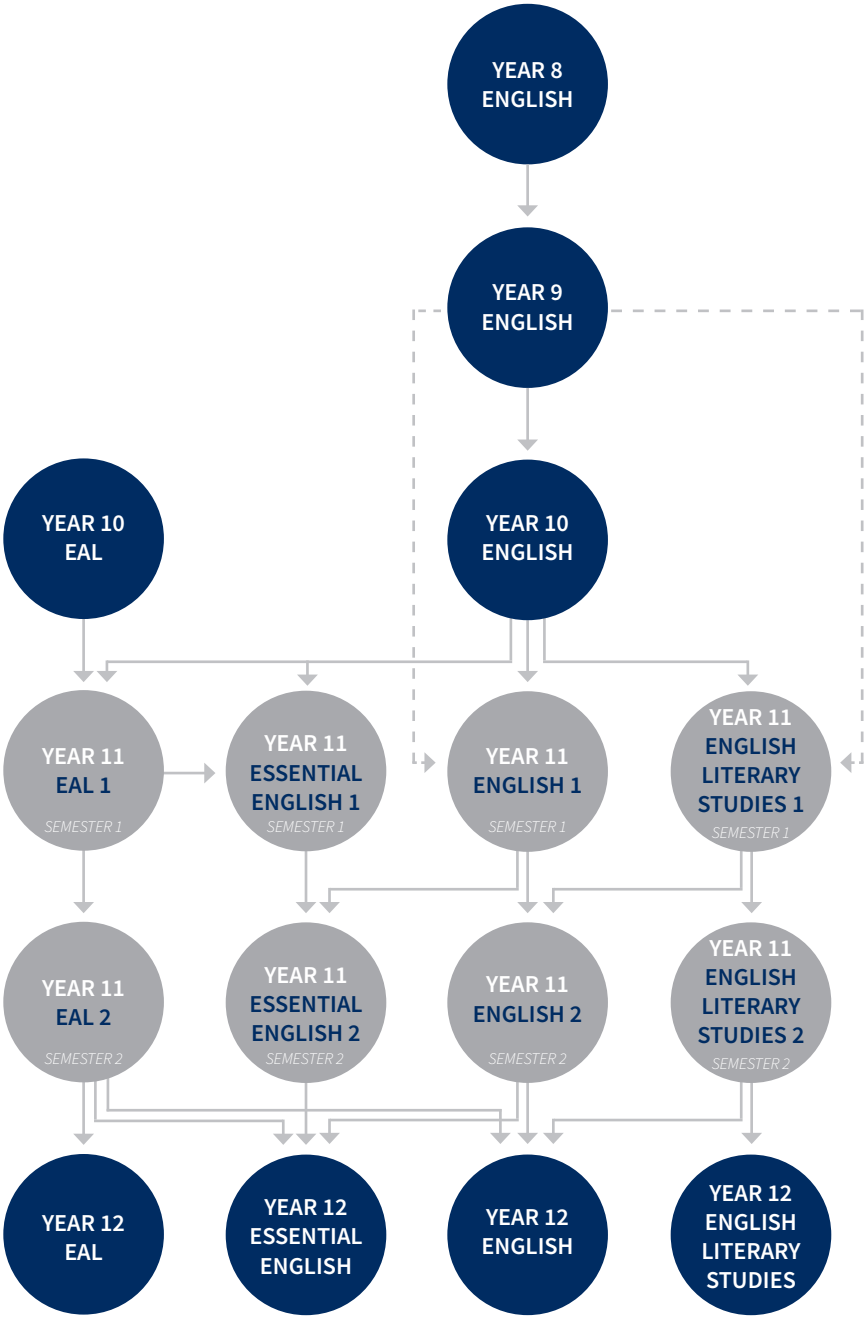


Learning Area Coordinator
MARILENA WILSON
Email: wilsm@tenison.catholic.edu.au • Phone: 8725 5455

CONTENT STRANDS: LITERATURE • LITERACY • LANGUAGE

[ENGLISH]

ENGLISH PATHWAY



[ENGLISH]

The English program at Tenison Woods College is built around the Australian Curriculum's three interrelated strands of Language, Literature and Literacy. Teaching and learning programs in Year 8 and Year 9 English integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as required.

YEAR 8 ENGLISH

Year Level: Year 8
Length: 1 year
Prerequisites: Not required

Course Description:
Students will develop skills through the study of:
- Autobiography;
- A range of literary texts comprising Australian literature, film and classic and contemporary world literature, including texts from and about Asia, adolescent novels and non-fiction;
- Various types of media texts including newspapers and digital texts;
- Poetry and dramatic performances;
- Voice and communication; and
- Language skills.

Learning experiences: Students in Year 8 will study a range of text types including novels, short stories, feature films, autobiographies, advertising and poetry. Students will engage with a variety of texts for enjoyment as well as texts that are designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

They will be expected to demonstrate mastery of a range of writing genres including autobiographical recounts, exposition, poetry, narratives and persuasive texts. Students will be introduced to the basics of essay writing and be expected to develop skills in writing opinionative essays. Students will deconstruct a range of texts identifying text organisation, scanning for gist, specific information and understanding the author's purpose, audience and context. A feature of the Year 8 course will be the preparation for NAPLAN testing conducted in first semester of Year 9. They will also undertake a Voice and Communications course to develop their confidence in public speaking.

Assessment: Students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, journaling, and begin to create literary analyses and transformations of texts. They will also be assessed on individual and group oral presentations.

YEAR 9 ENGLISH

Year Level: Year 9
Length: 1 year
Prerequisites: Not required

Course Description:
Students will develop skills through the study of:
- A range of literary texts comprising Australian literature, film and classic and contemporary world literature, including texts from and about Asia, adolescent novels and non-fiction;
- Various types of media texts including newspapers, magazines and digital texts;
- Range of text types including persuasive texts, exposition, reviews, news articles, recounts, personal narratives;
- Debating; and
- Language skills.

Learning experiences: Students in Year 9 will study a range of text types including novels, short stories, feature films, autobiography and multi-media texts to develop their critical literacy. Students will also engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, are influenced by context, purpose and audience.

They will be expected to demonstrate mastery of a range of writing genres including recounts, persuasive texts, narratives and exposition. Students will deconstruct a range of texts identifying text organisation, scanning for gist, specific information, inference and understanding the author's purpose, audience and context. They will take part in debating at a class level.

Assessment: Students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, film reviews, and literary analyses of texts. They will also be assessed on individual and group oral presentations.

TENISON WOODS
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HEALTH & **PHYSICAL EDUCATION**

TENISON WOODS COLLEGE

2020

CURRICULUM

YEAR 8-9

"I have competed well;
I have finished the race;
I have kept the
Faith."
Timothy 4:7

Learning Area Coordinator
MR GRANT LEAN
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CONTENT STRANDS: PERSONAL, SOCIAL AND COMMUNITY HEALTH MOVEMENT • PHYSICAL ACTIVITY

[HEALTH & PHYSICAL EDUCATION]

OUTDOOR EDUCATION PATHWAY

Stage 1 Outdoor Education is offered at YEAR 10 (Year 11 equivalent)
Stage 2 Outdoor Education is offered at YEAR 11 (Year 12 equivalent)

YEAR 10 OUTDOOR EDUCATION A
STAGE 1 SEMESTER 1

YEAR 10 OUTDOOR EDUCATION B
STAGE 1 SEMESTER 2

YEAR 11 OUTDOOR EDUCATION
STAGE 2

HEALTH AND PHYSICAL EDUCATION PATHWAY (SHOWING OPTIONAL HPSP PATHWAY - BY SELECTION ONLY)

YEAR 8 HIGH PERFORMANCE SPORTS PROGRAM

AND / OR

Compulsory

YEAR 8 HEALTH AND PHYSICAL EDUCATION

YEAR 9 HIGH PERFORMANCE SPORTS PROGRAM

AND / OR

Compulsory

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Elective

YEAR 9 BASKETBALL

Elective

YEAR 9 SOCCER

Elective

YEAR 9 AFL

Elective

YEAR 9 NETBALL

YEAR 10 HIGH PERFORMANCE SPORTS PROGRAM + INTEGRATED STUDIES (STAGE 1 SUBJECT)

OR

Compulsory Unit

YEAR 10 PHYSICAL EDUCATION

Elective

YEAR 10 PHYSICAL EDUCATION A
SEMESTER 1

Elective

YEAR 10 PHYSICAL EDUCATION B
SEMESTER 2

YEAR 11 HIGH PERFORMANCE SPORTS PROGRAM + COMMUNITY LEARNING (STAGE 1 SUBJECT)

Elective

YEAR 11 PHYSICAL EDUCATION A
SEMESTER 1

Elective

YEAR 11 PHYSICAL EDUCATION B
SEMESTER 2

YEAR 12 PHYSICAL EDUCATION

HIGH PERFORMANCE SPORTS PROGRAM

HIGH PERFORMANCE SPORTS PROGRAM PATHWAY YEAR 8 THROUGH TO YEAR 11 (SHOWN ON PAGE 26)

[HEALTH & PHYSICAL EDUCATION]

HEALTH AND PHYSICAL EDUCATION • BASKETBALL

Health and Physical Education is concerned with learning about, and through, healthy human development and change. Although practically oriented, the integration of theory with practise is one of its features. Health and Physical Education contributes to lifelong learning in these important aspects and to a holistic understanding of life.

The Health and Physical Education learning area at Tenison Woods College consists of the following subjects in the Middle School: Physical Education; Health and Fitness and Year 9 Electives of Soccer, AFL Football, Netball and Basketball.

Health and Physical Education subjects emphasise these desirable learnings:

- Social skills;
- Communication skills;
- Problem solving and decision making;
- The ability to exercise initiative;
- Awareness of environmental issues affecting self;
- Physical, practical, manipulative skills;
- Promotion of a healthy lifestyle;
- Evaluation skills;
- Self-confidence and interpersonal skills; and
- Leadership skills.

YEAR 8 HEALTH AND PHYSICAL EDUCATION

Year Level: Year 8
Module: Core Physical Education
Length: 1 Year (Or Semester if selected with HPSP)
Prerequisites: Not required
Course Description: Practical activities will include start of year and mid-year fitness testing.

Term 1
Athletics
Orienteering
Croquet

Term 2
Multicultural Games
Visits to local Gyms • Basketball

Term 3
Fitness Testing • Football Codes
• Gaelic Football • Rugby
• Grid Iron

Term 4
Cross Country • Tennis
Swimming • Lawn Bowls

Health learning activities will include: First Aid, fitness improvemennt, drug education, basic nutrition, body image and self-esteem, fundamental movement skills, sports tactics and strategies, understanding mental health and water awareness.

Assessment: Practical work: 80%
Theory work: 20% (assignments, worksheets, tests etc.)

Materials Required: 4 x A4 plastic pocket folders and lined writing pad. Physical Education / Sports uniform for practicals Swimming gear for aquatics activities. Towel / drink bottle for fitness centre visits

Additional Costs: Aspects of this course involves visits offsite to local sporting facilities. These visits may incur a small charge per visit/item. Costs will be kept to a minimum at all times.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Module: Core Physical Education
Year Level: Year 9
Length: 1 year
Prerequisites: Not required

Course Description: This is a compulsory subject in which students will develop their fitness levels and participate in moderate to physical activity three times per week. These activities may include the following:

Term 1
Fitness Testing
Athletics
Softball

Term 2
Badminton
Soccer

Term 3
Fitness Testing
Volleyball
Table Tennis
Korfball
Fitness in the Community

Term 4
Cross Country
Golf
Ultimate Frisbee
Swimming

Health units will include: Fitness tests, Key areas to Fitness, Nutrition and Health, Advanced body systems and energy, Men's Health, Women's Health, Drugs in Sport, Leadership and Teamwork, Australia's Sporting Identity.

Assessment: Includes practical work and theory work.

Materials Required: 4 x A4 plastic pocket folders and lined writing pad. Physical Education / Sports uniform for practicals.

Additional Costs: Aspects of this course involves visits offsite to local sporting facilities. These visits may incur a small charge per visit/item. Costs will be kept to a minimum at all times.

[HEALTH & PHYSICAL EDUCATION]

SOCCER • AFL FOOTBALL • NETBALL • BASKETBALL

The following electives require the completion of an application form with the subject selection form.

SOCCER

Year Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
The major focus will be on developing more advanced practical skills through soccer including team strategies and tactics for both offensive and defensive play. The students will also develop their skills and understanding of coaching, refereeing match play and team organisation, together with the knowledge of fitness components and training principles relating to soccer.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, tests etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad. PE uniform, soccer boots, shin guards

Additional Costs:
Nil.

AFL FOOTBALL

Year Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
The major focus will be on developing practical skills and tactical awareness through match simulation. The students will also develop an understanding of coaching umpiring and team management together with knowledge of fitness components and training principles relating to Australian Rules Football.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, tests etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad. PE uniform

Additional Costs:
Nil.

NETBALL

Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
The major focus will be on developing practical skills through netball. The students will also develop an understanding of coaching, umpiring and scoring, together with knowledge of fitness components and training principles relating to netball. A SEPEP program will be incorporated.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, tests etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad, PE uniform.

Additional Costs:
Nil.

BASKETBALL

Year Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
The major focus will be developing practical skills and tactical awareness within basketball. Students will examine: Coaching, umpiring, strategy, fitness components and training principles related to basketball. SEPEP program.

Assessment:
Practical work: 80%

Theory work:
20% (assignments, worksheets, etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad. PE uniform.
Training singlet approximately $25.00

Additional Costs:
Nil.

LET YOUR *light* SHINE

HPSP

TENISON WOODS COLLEGE

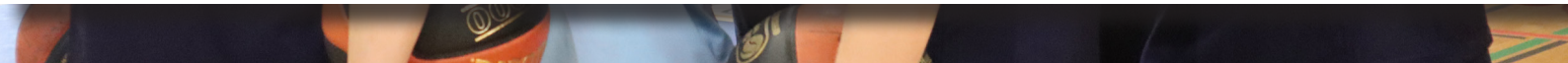
2020 CURRICULUM YEAR 8-9

High Performance Sports Program (HPSP) Coordinator
MRS KATE EXELBY
Email: exelk@tenison.catholic.edu.au • Phone: 8725 5455

High Performance Sports Program (HPSP) Head Coach
MR CIARAN BUCKLEY
Email: buckc@tenison.catholic.edu.au • Phone: 8725 5455

HIGH PERFORMANCE SPORTS PROGRAM

CONTENT STRANDS: INTEGRATED STUDIES • COMMUNITY LEARNING • PHYSICAL EDUCATION



[HIGH PERFORMANCE SPORTS PROGRAM]

HIGH PERFORMANCE SPORTS PROGRAM PATHWAY - YEAR 8 THROUGH TO YEAR 12

IF SELECTION CRITERIA IS NOT MET, YOU ARE EXPECTED TO REVERT BACK TO THE NORMAL HEALTH AND PHYSICAL EDUCATION OFFERINGS

YEAR 8
HIGH PERFORMANCE SPORTS PROGRAM

Course Length: 1 SEMESTER

Pathway: Year 9-11 High Performance Sports Program

And / Or

YEAR 8 HEALTH AND PHYSICAL EDUCATION

YEAR 9
HIGH PERFORMANCE SPORTS PROGRAM

Course Length: 1 YEAR

Future Pathway: Year 10-11 High Performance Sports Program

And / Or

YEAR 9 HEALTH AND PHYSICAL EDUCATION

YEAR 10
HIGH PERFORMANCE SPORTS PROGRAM + INTEGRATED STUDIES (STAGE 1 SUBJECT)

SENIOR SCHOOL

Course Length: 1 YEAR

Future Pathway: Year 11-11 High Performance Sports Program

YEAR 11
HIGH PERFORMANCE SPORTS PROGRAM + COMMUNITY LEARNING (STAGE 1 SUBJECT)

Course Length: 1 YEAR

YEAR 12
PHYSICAL EDUCATION

Future Pathway: University - Professional Sporting Opportunities

ADDITIONAL SUBJECTS:

Additional Subjects can be offered to complement students. These subjects should be discussed with Course Counsellors on acceptance into the High Performance Sports Program.

PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY
Year Level: 11 (Stage 1)

PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIOMECHANICS
Year Level: 11 (Stage 1)

FITNESS (CERTIFICATE III)
Year Level: Stage 2 (available to Year 11 or 12 students)

STAGE 2 ADDITIONAL SUBJECT OPTIONS:

YEAR 12 PHYSICAL EDUCATION
Year Level: 12 (Stage 2)

SCIENTIFIC STUDIES SPORTS SCIENCE
Year Level: 12 (Stage 2)

[HIGH PERFORMANCE SPORTS PROGRAM]

ENTRY TO THIS PROGRAM THROUGH APPLICATION

The High Performance Sports Program (HPSP) is a Year 8-11 program aimed at supporting and developing highly talented athletes in Football, Netball, Basketball, Soccer and Cricket while capturing the idealism of the student-athlete. Students who are excelling in other sports join our High Performing Athletes group.

The course combines the study requirements of daily academics with the training and development of the student's practical talents. The program is a multi-sport program that will provide students with opportunities to improve their practical skills and knowledge of their chosen sport, but will also develop their professionalism in off field related topics such as sport psychology, nutrition, data analytics, training principles and methods, strength & conditioning training and recovery methods.

Students can only enter this course through application. Please contact Kate Exelby, HPSP Coordinator (exelk@tenison.catholic.edu.au) or Ciaran Buckley, HPSP Head Coach (buckc@tenison.catholic.edu.au) at the college for more details on the application process or complete the 'Prospective Student Athlete form' found on Tenison Woods College website.

Please be advised that there are limited positions in the High Performance Sports Program, and are subject to students meeting selection criteria. If Students in this program don't meet the required criteria, they will revert back to normal HPE offerings.

YEAR 8 PROGRAM OUTLINE

Year Level: 8

Pathways: 9-11 High Performance Program

Prerequisites: SAPSASA or equivalent representation

Length: 1 Semester

Course Description:
A head coach for each sport will be allocated to all Student-Athletes. Students will complete a minimum of 1 session a week of specialist coaching within their chosen sport which aims to improve their skill development and tactical awareness. Additional sessions will be planned around strength & conditioning, data analytics and theory components which include Sport Nutrition, Sport Psychology and training principles and methods.

Student-Athletes performing at a state or national pathway will receive support for both the skill/strength and conditioning development and academic progress through the Student-Athlete welfare manager.

Assessment:
This will consist of a strength and conditioning progress report, practical skills checklist and parent/coach interviews.

Cost:
$100.00 plus a uniform fee (if required)

[HIGH PERFORMANCE SPORTS PROGRAM]

YEAR 9 PROGRAM OUTLINE

YEAR 10 AND 11 PROGRAM OUTLINES CAN BE FOUND IN 10-12 HANDBOOK

Year Level: 9

Pathways: 10-11 High Performance Program

Prerequisites: Regional representation

Length: 1 Year

Course Description:
A head coach for each sport will be allocated to all Student-Athletes. Students will complete a minimum of 1 session a week of specialist coaching within their chosen sport which aims to improve their skill development and tactical awareness. Additional sessions will be planned around strength & conditioning, data analytics and theory components which include sport nutrition, sport psychology and training principles and methods.

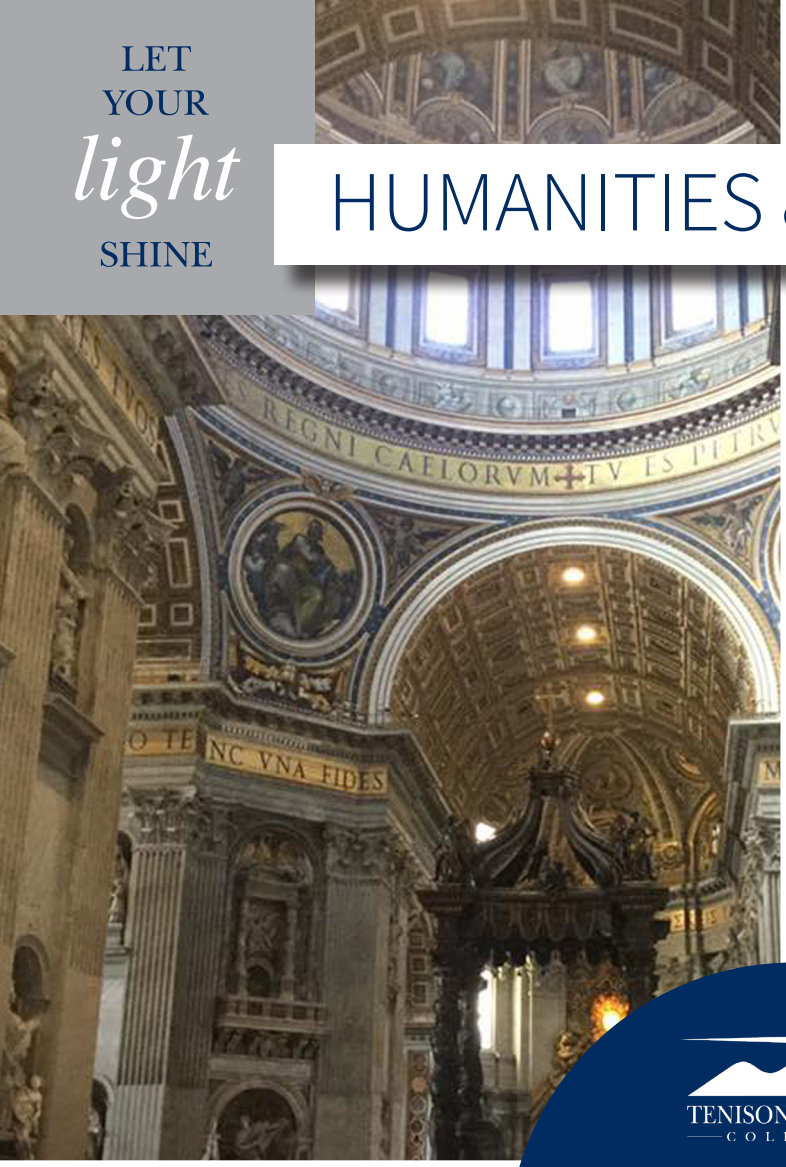
Student-Athletes performing at a state or national pathway will receive support for both the skill/strength and conditioning development and academic progress through the Student-Athlete welfare manager.

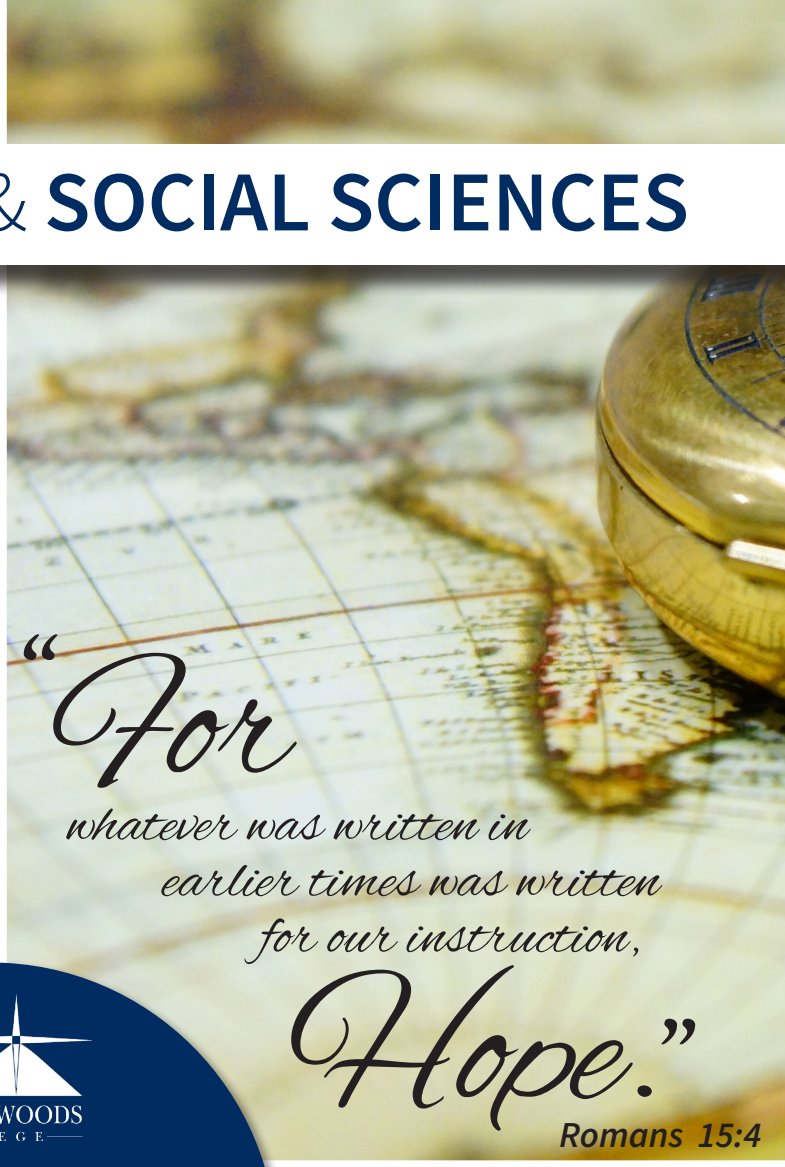
Assessment:
This will consist of a strength and conditioning progress report, practical skills checklist and parent/coach interviews.

Cost:
$100.00 per semester, plus a uniform fee (if required)

LET YOUR *light* SHINE

HUMANITIES & **SOCIAL SCIENCES**





"For whatever was written in earlier times was written for our instruction, Hope."

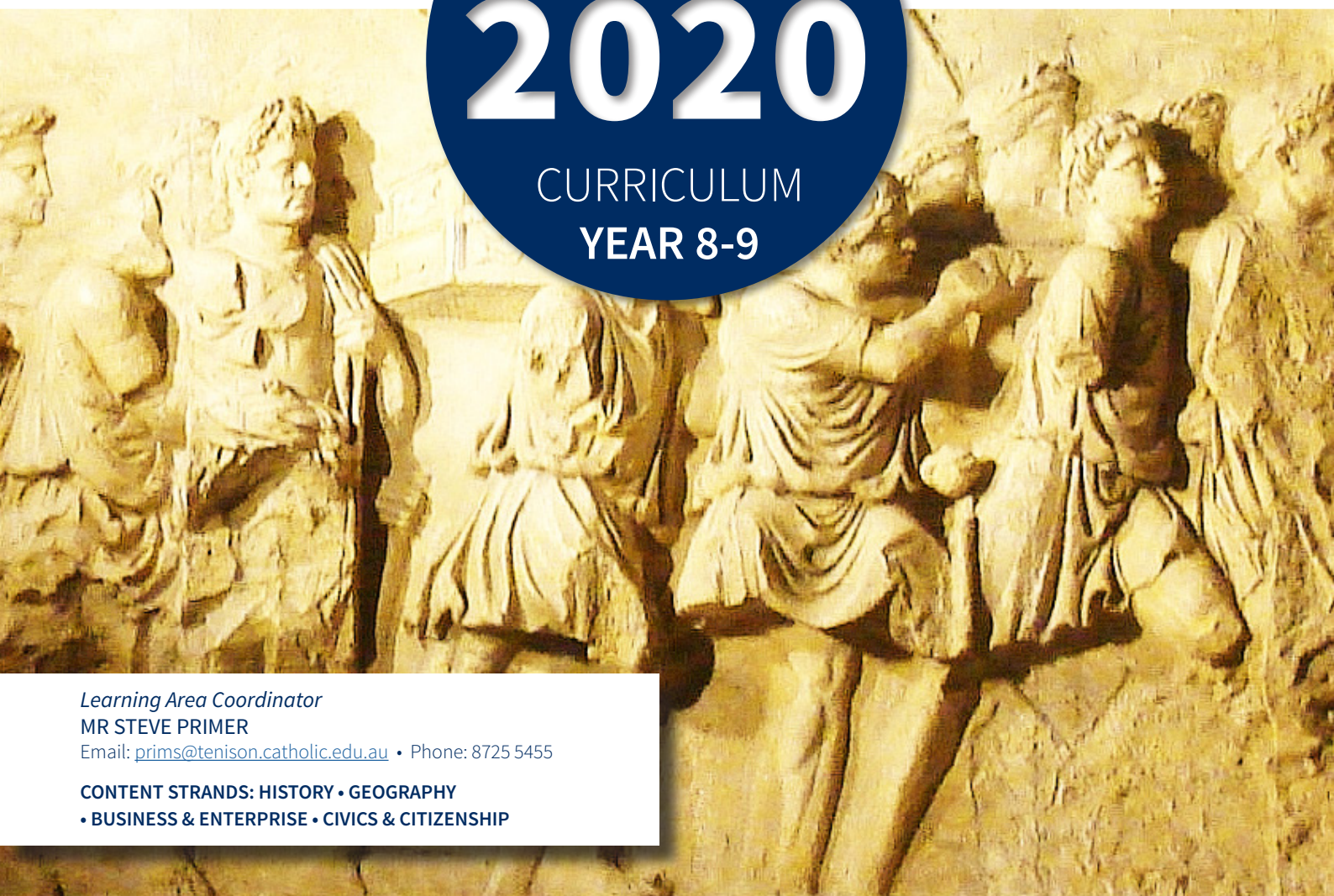
Romans 15:4

TENISON WOODS COLLEGE

2020

CURRICULUM

YEAR 8-9



Learning Area Coordinator
MR STEVE PRIMER
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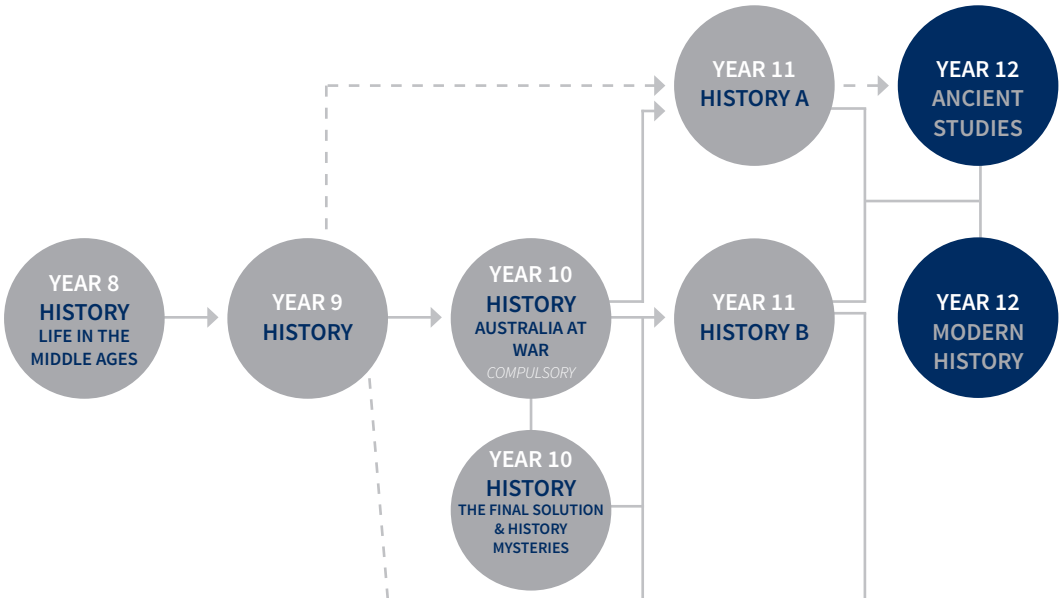
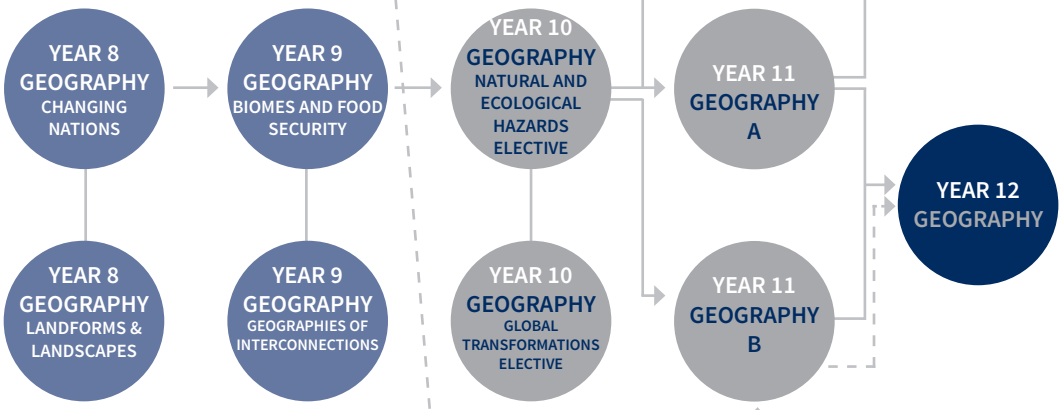
CONTENT STRANDS: HISTORY • GEOGRAPHY • BUSINESS & ENTERPRISE • CIVICS & CITIZENSHIP

[HUMANITIES AND SOCIAL SCIENCES]

HISTORY

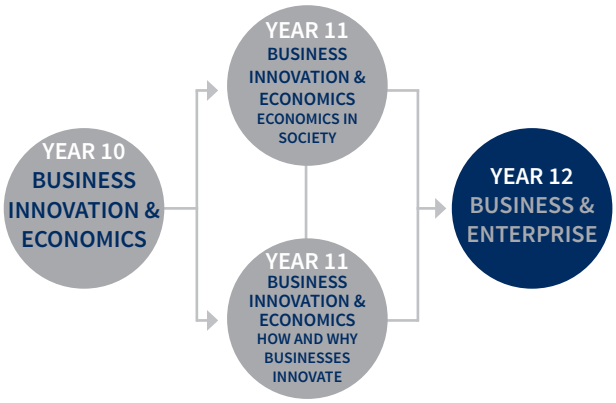


GEOGRAPHY



SOCIETY & CULTURE

BUSINESS & ENTERPRISE



PREFERRED COMPLETION OF OPTION A OR B AT STAGE 1

PHILOSOPHY

[HUMANITIES AND SOCIAL SCIENCES]

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

In years 8 and 9, the HASS focus centres on History and Geography. The 7-10 History curriculum takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. History also develops important skills. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

A study of geography is vital in a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

GEOGRAPHY - LANDFORMS AND LANDSCAPES

Year Level: Year 8
Subject: Landforms and Landscapes
Length: Term 1
Prerequisites: Not required

Course Description:
Students are introduced to the study of landforms and landscapes, focussing on the following:

- Different types of landscape and their distinctive landform features;
- The visual, cultural and spiritual value of landscapes across cultures;
- The processes which produce landforms, including case studies;
- The human causes and effects of landscape degradation; and
- Management of significant landscapes.

HISTORY - LIFE IN THE MIDDLE AGES

Year Level: Year 8
Subject: Life in the Middle Ages
Length: Terms 2 and 3
Prerequisites: Not required

Course Description:
Year 8 History involves a study of the following:

- An overview of the period between the ancient and medieval world, 650-1750 CE.
- An examination of topics such as: Barbarian tribes; The Vikings; Medieval Europe, including a study of the Battle of Hastings, castles, the feudal system, the Black Death, Crime and Punishment and the Crusades.
- There is also an examination of Japanese medieval history.

GEOGRAPHY - CHANGING NATIONS

Year Level: Year 8
Subject: Changing Nations
Length: Term 4
Prerequisites: Not required

Course Description:

- The causes and consequences of urbanisation, especially in Asia;
- Differences between Australia and the USA;
- The reasons for, and effects of, internal migration in Australia;
- The reasons for, and effects of, international migration to Australia;
- Managing urban centres.

[HUMANITIES AND SOCIAL SCIENCES]

GEOGRAPHY - BIOMES AND FOOD SECURITY

Year Level: Year 9
Subject: Biomes and Food Security
Length: Term 1
Prerequisites: Not required

Course Description:
- The distribution and characteristics of biomes;
- The human alteration of biomes;
- Environmental, economic and technological factors influencing crop yields;
- Challenges to food production;
- Environmental sustainability in terms of food production.

HISTORY - THE DEVELOPMENT OF THE MODERN WORLD

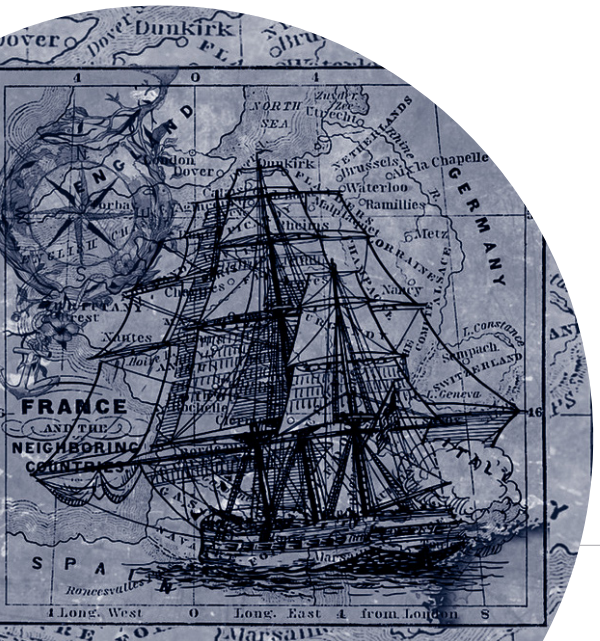
Year Level: Year 9
Subject: The Development of the Modern World
Length: Terms 2 and 3
Prerequisites: Not required

Course Description:
In Year 9, as much as possible, the requirements of the national curriculum have been adopted. Year 9 History involves a study of the following:
- An overview of the making of the modern world, 1750-1918;
- An examination of topics such as: The Renaissance, the Industrial Revolution and European expansion; and
- A more detailed history of the first European contacts with Australia, the impact of settlement on the indigenous people and the making of Australia as a nation.

GEOGRAPHY - GEOGRAPHIES OF INTERCONNECTIONS

Year Level: Year 9
Subject: Geographies of Interconnections
Length: Term 4
Prerequisites: Not required

Course Description:
Students will study the issue of globalisation including issues such as:
- Perceptions of place;
- Connections through transport and ITCs;
- World Trade;
- The impact of production and consumption;
- Leisure and tourism and their effects.



LET YOUR *light* SHINE

LANGUAGES

TENISON WOODS COLLEGE

2020 CURRICULUM

YEAR 8-9

"All created things give us ideas and glimpses of the beauty of the infinitely beautiful Creator."

Fr Julian Tenison Woods

Learning Area Coordinator
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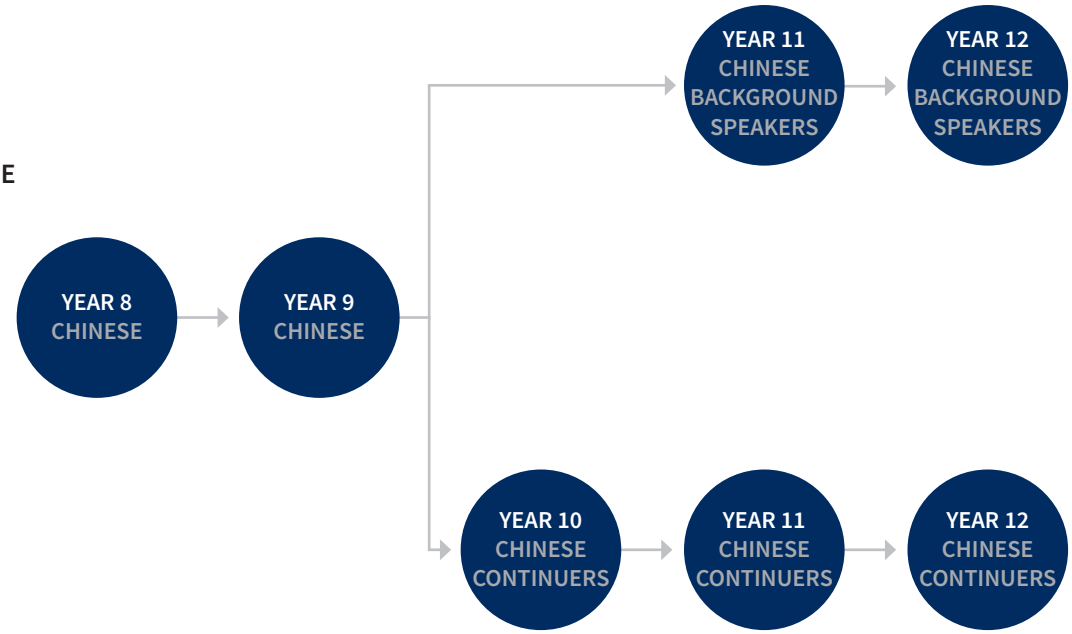
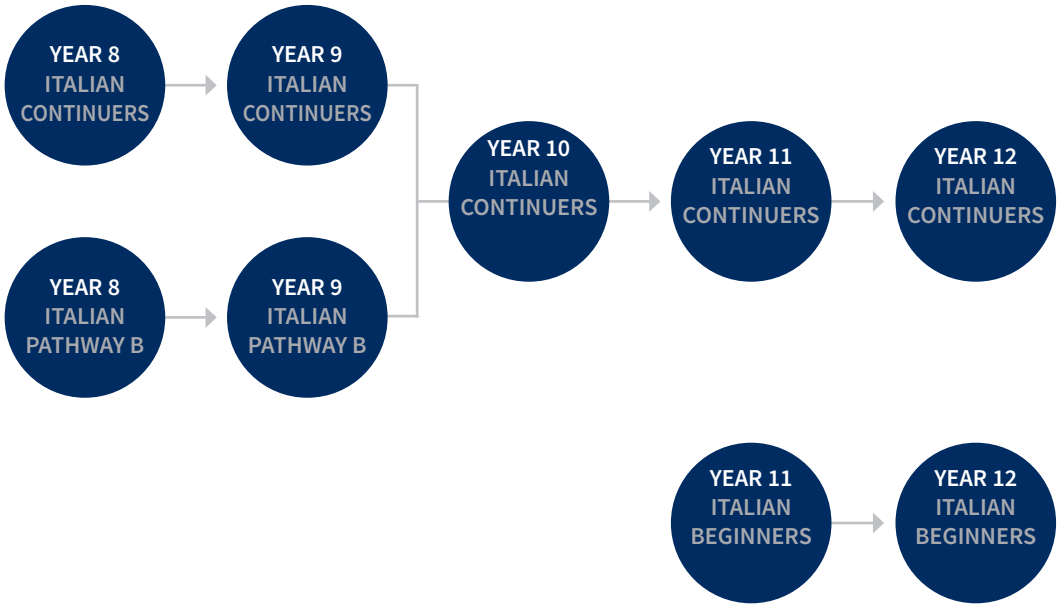
CONTENT STRANDS: COMMUNICATING • UNDERSTANDING

[LANGUAGES]

CHINESE



ITALIAN



[LANGUAGES]

Through the study of languages students develop an understanding of language and culture as inter-related. Students will develop skills that allow them to engage successfully with the target culture.

CHINESE

Year Level: Year 8
Length: 1 year
Prerequisites: Not required

Course Description:
This course aims to develop in all students:
- Their communicative potential in Chinese;
- An understanding of language and how they work as systems, which contributes to their literacy development; and
- An understanding of cultures and identities, which contributes to a better understanding of themselves and others.

The units covered are:
- Greetings and Personal Identity: Basic greetings and responds, self-introduction, numbers and the basic knowledge of Chinese characters;
- Festivals: Linguistic elements and cultural values and practices related to important Chinese festivals, including Chinese New Year, Dragon Boat Festival and Mid-Autumn Day;
- Family: Family members, traditional and modern family structures and the family values in China;
- Animals: Familiar animals, different pets in China and Australia and 12 animal zodiacs; and
- Health and Sports: Parts of the body, popular sports in China and Australia and famous Chinese sports stars.

Assessment:
Assessment is varied according to the topics. The assessment tasks that students may complete during the year include peer assessment, self-assessment, oral presentation, poster, listening/reading comprehension, cultural project and speaking/written test.

Additional Costs: Possibility of excursions.

ITALIAN - CONTINUERS

Year Level: Year 8
Length: 1 year
Prerequisites: Minimum of 2 years prior Italian language learning.

Course Description:
By the end of Year 8, students use spoken and written Italian to interact in a range of personal and social contexts. Learners can describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. They can express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts. They apply their understanding that texts vary according to purpose and audience, and use questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. Students create texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary.

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship between language and culture.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, and research assignments.

Materials Required:
Italian-English dictionary and A4 Workbook and folder.

ITALIAN - PATHWAY B

Year Level: Year 8
Length: 1 year
Prerequisites: Not required

Course Description:
Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They 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.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, and research assignments.

Materials Required:
Italian-English dictionary.

[LANGUAGES]

CHINESE

Year Level: Year 9
Subject: Pathway 1B (LOTE Chinese For Non-Native Background Beginners)
Length: 1 year
Prerequisites: Year 8 Chinese

Course Description:
By the end of Year 9 students initiate and sustain interactions in familiar situations to share personal information, seek clarification, and transact and make arrangements, using the question particle and familiar question words. Tone, intonation and rhythm are approximate but meaning remains clear in communication. Students employ language and culturally specific gestures appropriately for the role, audience and purpose of interaction.

Students generate simple original sentences and paragraphs. They use a range of verbs, including verbs of identification and existence and a range of action verbs to describe interests and events. They elaborate descriptions using intensifiers. Students write familiar characters neatly and legibly and use punctuation marks in a range of contexts. They employ strategies including using information technologies for checking character use.
By the end of Year 9, students can explain of the use of voice, tone-syllables and understand the function of Pinyin. They discuss the key features of the Chinese writing system and its differences to the English writing system. Students apply appropriate conventions and knowledge of stroke sequences and component form and function and how words are formed to learning and using the character system.

Students know that aspects of interpretation and translation such as language choice are influenced by levels of respect in different situations and reflect the relationship between the speakers of the language.

They explain the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents.

Assessment:
Assessment is varied according to what the students learn. The following is the basic work the students will do during the year:
Oral: conversations and presentations.
Written: short paragraph.
Comprehension: Students read sentences or short texts and tell the meaning of texts in oral or written form in English.
Self-Assessment: Students self-assess own progress in Chinese learning.

Materials Required:
Chinese Made Easy Book 1 (available in the library)

ITALIAN - CONTINUERS

Year Level: Year 9
Length: 1 year
Prerequisites: Minimum of 3 years of Italian Language learning

Course Description:
In Year 9, students are working towards using written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They are learning to discuss topics such as education, work as well as concepts from a range of learning areas. The students are working towards recounting experiences, expressing feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements.

Assessment includes: writing narratives, descriptions and recounts as well as translating texts and producing bilingual texts. Students reflect on their experience of learning Italian language and culture. They consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, tests, and research assignments.

Materials Required:
Italian-English dictionary

ITALIAN - PATHWAY B

Year Level: Year 9
Length: 1 year
Prerequisites: Year 8 Italian Pathway B

Course Description:
Students have minimal prior experience of learning Italian They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication. Learners use Italian to communicate and interact with each other and with online resources. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, tests, and research assignments.

Materials Required:
Italian-English dictionary

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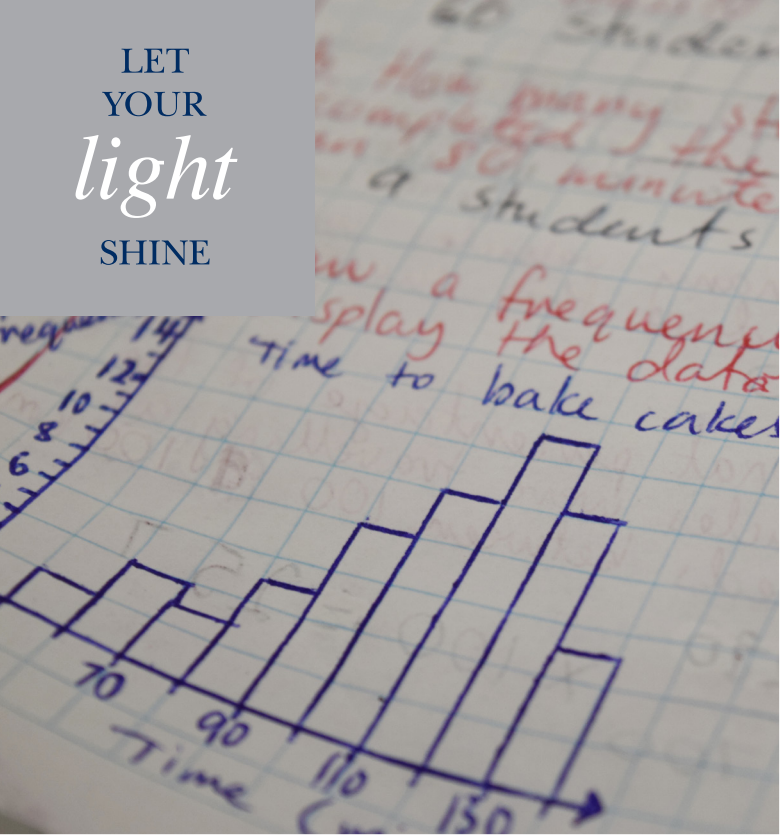
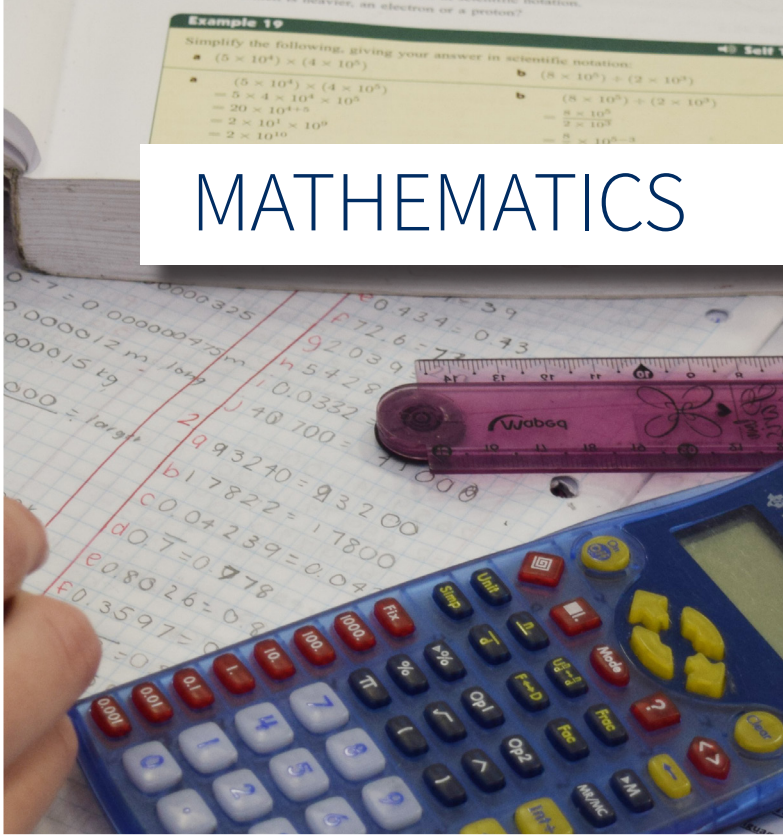
SHINE





MATHEMATICS

TENISON WOODS
COLLEGE

2020

CURRICULUM

YEAR 8-9

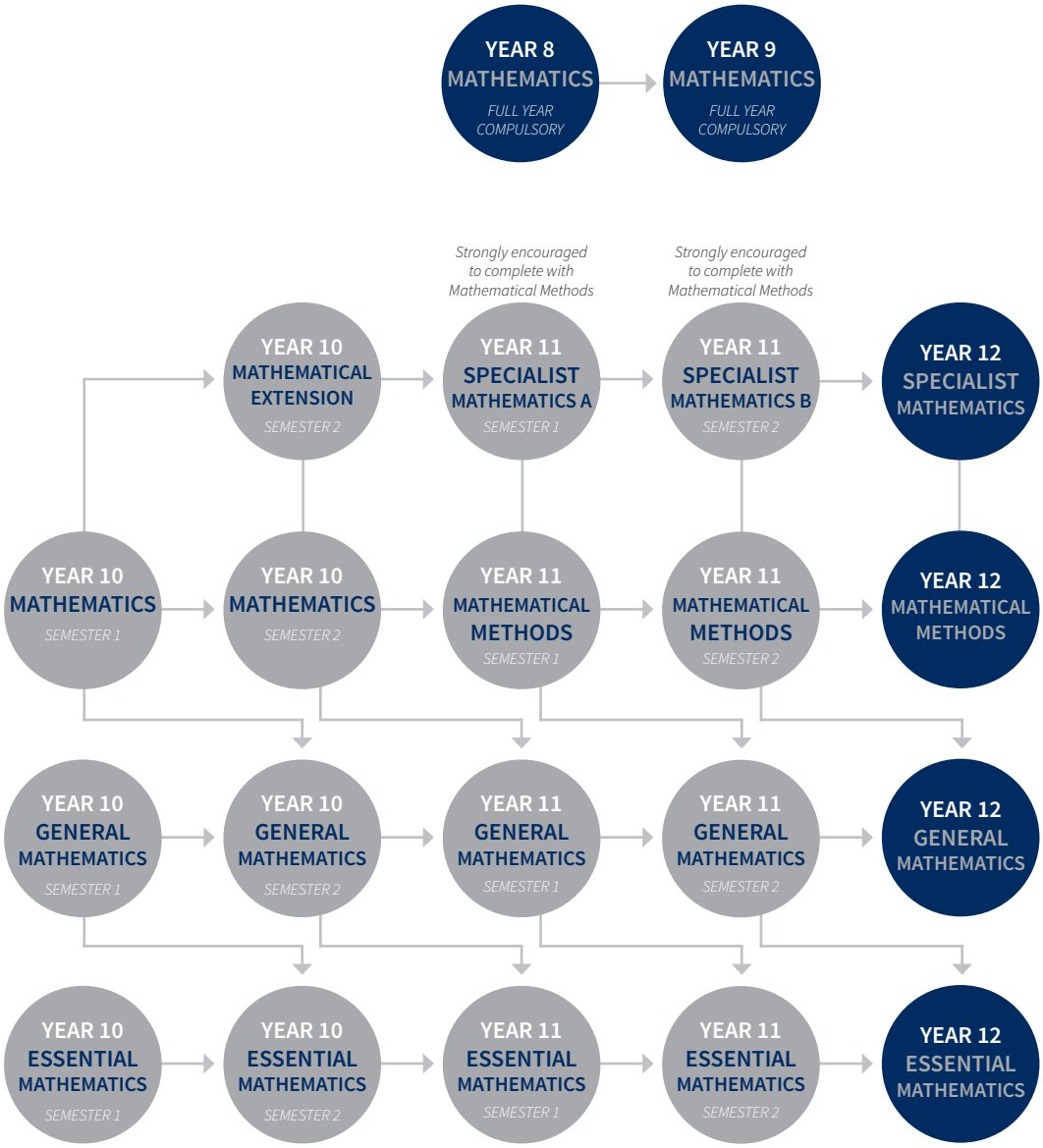
"He must increase; I must Decrease."

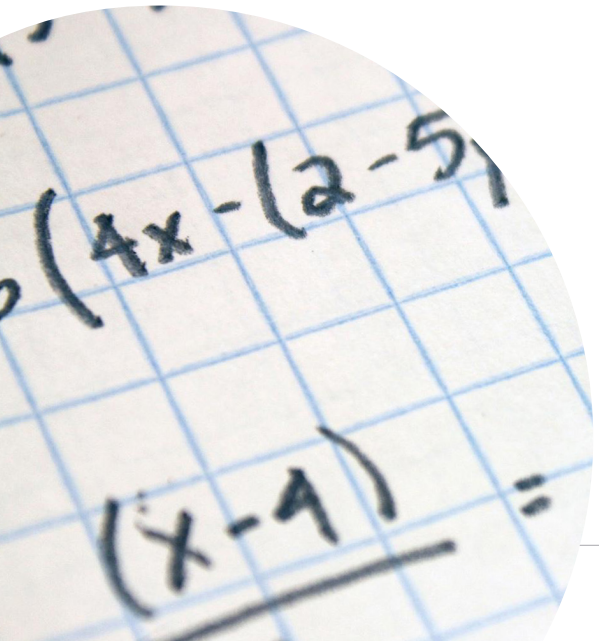
John 3:30

Learning Area Coordinator
MR JASON DE NYS
Email: denyj@tenison.catholic.edu.au • Phone: 8725 5455

CONTENT STRANDS: NUMBER AND ALGEBRA • MEASUREMENT AND GEOMETRY • STATISTICS AND PROBABILITY

[MATHEMATICS]





All students in Mathematics from Year 10 are required to have a CASIO graphics calculator. The current model for 2019 is the CASIO fx-CG50 AU. However, the following older models are still permissible in SACE examinations: fx-CG20 AU, fx-9860G AU, fx-9860G AU Plus, cfx-9850G, cfx-9850G Plus, cfx-9850GB Plus.

[MATHEMATICS]

The Mathematics Learning Area aims to develop in all students the capabilities to:

- Understand the social and work purposes, uses and practices of mathematics and how these relate to each other and shape futures;
- Understand and use mathematical language in creative and critical ways - both terminology and symbols;
- Be confident users of mathematics who choose appropriate and accurate means for exploring the world and conducting their lives;
- Gain pleasure from mathematics and appreciate its fascination and power;
- Appreciate that mathematics is a dynamic field with roots in all cultures; and
- Apply their mathematics learning to other learning areas, to life in the wider community, and in accessing further education and training.

Students will develop skills in:

- Problem solving;
- Reasoning and proof;
- Fluency and automaticity of mathematical skills;
- Communication of mathematical ideas;
- Connections with the wider world; and
- Representation of mathematical material.

YEAR 8 MATHEMATICS

Length: 1 year
Level: Year 8
Prerequisites: Not required

Course Description:
Students will develop skills through the study of:

- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Geometric Reasoning
- Linear and Non-linear Relationships
- Data representation and Interpretation
- Chance

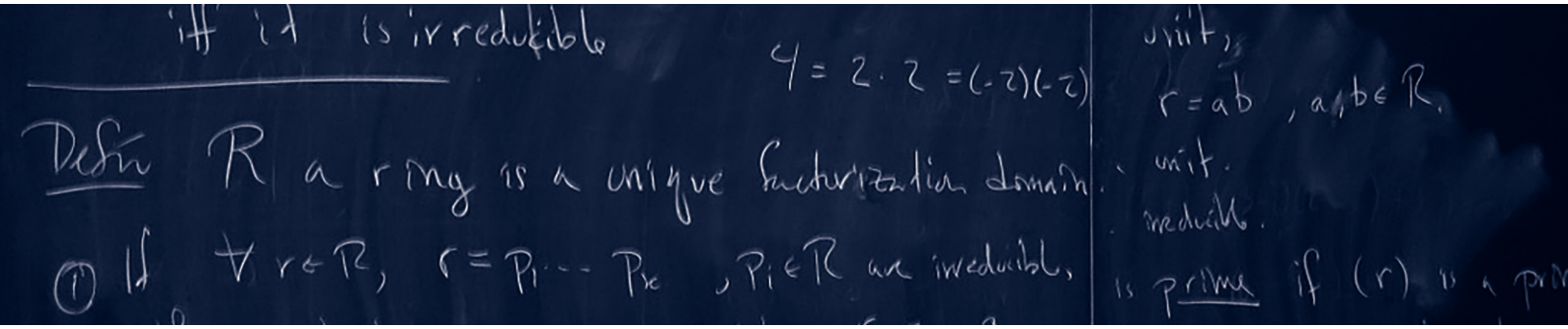
By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.
Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites.
They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Students will make connections with mathematics in the wider world through real-world applications, projects and investigation work.

Assessment:
Directed Investigations, Projects and Unit Tests.

Additional Costs:
A Scientific Calculator is required. The Casio FX82AU PLUS II Scientific Calculator may be purchased through the school. There are equivalent clones available at major retailers but please check with the Mathematics coordinator to avoid purchasing an unsuitable model.

[MATHEMATICS]



YEAR 9 MATHEMATICS

Length: 1 year
Level: Year 9
Prerequisites: Not required

Course Description:
Students will develop skills through the study of:

- Indices
- Patterns and Algebra
- Pythagoras' Theorem and Surds
- Linear and Non-linear Relationships
- Chance
- Data Representation and Interpretation
- Money and Financial Mathematics
- Using Units of Measurement
- Geometric Reasoning
- Trigonometry

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bimodal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Students will make connections with mathematics in the wider world through real-world applications, projects and investigation work.

Assessment:
Directed Investigations, Projects and Unit Tests.

Additional Costs:
A Scientific Calculator is required. The Casio FX82AU PLUS II Scientific Calculator may be purchased through the school. There are equivalent clones available at major retailers but please check with the Mathematics coordinator to avoid purchasing an unsuitable model.

LET
YOUR
light
SHINE

SCIENCE

TENISON WOODS
COLLEGE

2020

CURRICULUM
YEAR 8-9

"For as in one body we have many parts, and all the parts do not have the same function, so we, though many, are one body in Christ and individually parts of one Another."

Romans 12:4-5

Learning Area Coordinator
MR JASON DE NYS
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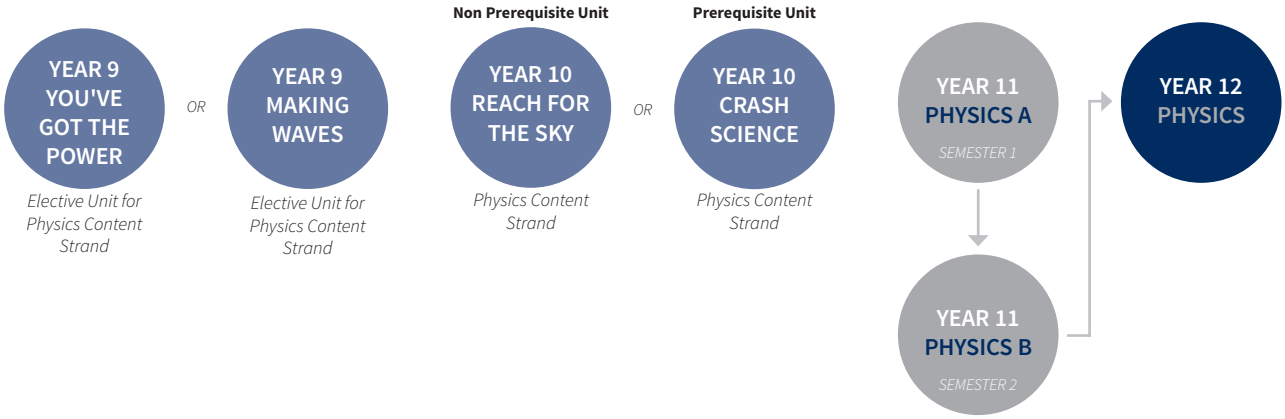
CONTENT STRANDS : BIOLOGICAL SCIENCES • CHEMICAL SCIENCES • EARTH AND SPACE SCIENCES • PHYSICAL SCIENCES

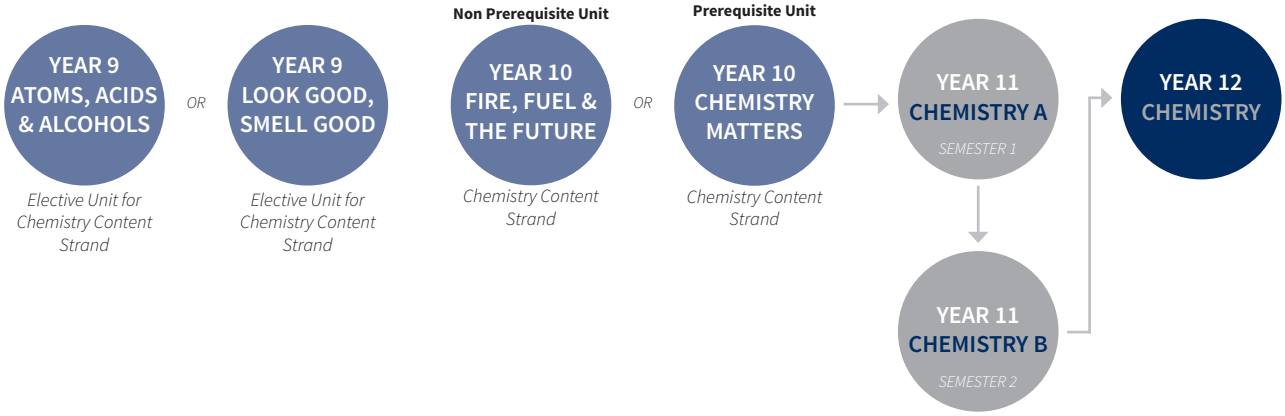
[SCIENCE]

YEAR 8 SCIENCE
COMPULSORY

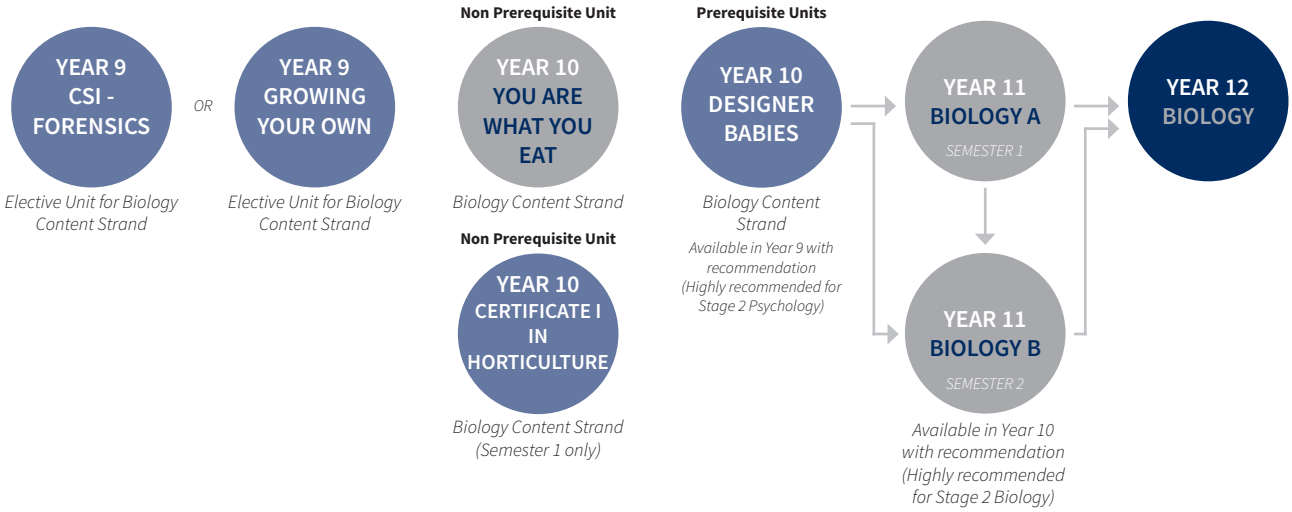
SCIENCE - PHYSICS STRAND



SCIENCE - CHEMISTRY STRAND



SCIENCE - BIOLOGY STRAND



[SCIENCE]

YEAR 8
SCIENCE
COMPULSORY

SCIENCE - EARTH AND SPACE STRAND

Non Prerequisite Unit

YEAR 9
DISASTERS

YEAR 10
HEAVENS ABOVE

Elective Unit for Earth and Space Content Strand

SCIENCE COMPULSORY

YEAR 10
PSYCH IT UP
TERM 4

This subject can be chosen instead of 'Science Skills' if going on to Psychology in Year 11.

OR

YEAR 10
SCIENCE SKILLS
TERM 4

Students going on to psychology in Year 11 will have the option to do "Psych it Up" instead of Science Skills.

Students must choose one of the above, depending on their pathway into Stage 1

SCIENCE

YEAR 11
SCIENTIFIC STUDIES
SPORTS SCIENCE
SEMESTER 1 OR SEMESTER 2

→

YEAR 12
SCIENTIFIC STUDIES
SPORTS SCIENCE

(Negotiated or Sports Science)

Available at Year 11 with Recommendation

SCIENCE - PSYCHOLOGY STRAND

YEAR 10
PSYCH IT UP
TERM 4

This subject can be chosen instead of 'Science Skills' if going on to Psychology in Year 11. (One or the other are compulsory)

YEAR 11
PSYCHOLOGY
SEMESTER 1 OR SEMESTER 2

Repeated Semester 1 Unit. Available in Year 10 with recommendation (Highly recommended for Stage 2 Psychology)

→

YEAR 12
PSYCHOLOGY

Available in Year 11 with recommendation

[SCIENCE]

THE STUDY OF SCIENCE

The study of Science is all about investigating. As you progress through your studies in this learning area you will not only gain valuable knowledge about your own body and the world around you, but you will also learn how to solve problems and answer questions using the scientific method. As well, you will develop skills in communicating scientifically to different audiences for a range of purposes and discover the links between Science and other learning areas. Another outcome of these studies is that you should be equipped to make informed decisions about important social and environmental issues which will impact on your life in the years to come.

YEAR 8 SCIENCE

Year Level: Year 8 **Subject:** Science
Length: 1 year compulsory **Prerequisites:** Not required

Course Description:
In Year 8 Science students will study a broad range of Scientific skills and theory. These skills equip them to conduct scientific investigations in the laboratory and help them develop their researching and writing abilities. The theory they study gives them the knowledge they will need to engage with the diverse learning opportunities available to them in Science in later years.

The topics covered are:
- Working Scientifically
- Cells
- Body Systems
- Reproduction
- Energy
- Substances
- Physical and chemical Change
- Rocks and Mining

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

PHYSICS STRAND - YOU'VE GOT THE POWER!

Year Level: Year 9 **Length:** 1 term
Sub-Strand: Physical Sciences **Prerequisites:** Not required

Course Description:
If you rub me up the wrong way, sparks will fly – or is that just static electricity? What is electricity? How does it work? How can we use it to make things go? In this unit you will not only discover the answers to these questions, you will also learn how to generate electricity, make an electric motor and survive a lightning strike. It's sure to make your hair stand on end.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

BIOLOGY STRAND - GROWING YOUR OWN

Year Level: Year 9 **Length:** 1 term
Sub-Strand/s: Biological Sciences **Prerequisites:** Not required

Course Description:
What are energy requirements of plants and animals? Explore the structures and functions of different plants and animals. Taste the fruits of your labour. During this unit students will identify, collect and cultivate native and vegetable seedlings, monitor the nutrient requirements and growth of a chicken and delve into the wonderful world of waste matter decomposers. Are you ready to get your hands dirty?

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

EARTH AND SPACE STRAND - DISASTERS

Year Level: Year 9 **Length:** 1 term
Sub-Strand/s: Earth and Space Sciences
Prerequisites: Not required

Course Description:
You will explore the reasons why natural disasters such as earthquakes, volcanoes, twisters and cyclones occur, the natural phenomena which underlie these, their measurement and prediction, as well as how humankind (past, present and future) deals with such occurrences.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

[SCIENCE]

• MAKING WAVES • ATOMS, ACIDS AND ALCOHOLS
• LOOK GOOD, SMELL GOOD • CSI FORENSIC SCIENCE

PHYSICS STRAND - MAKING WAVES

Year Level: Year 9 **Length:** 1 Term
Sub-Strand: Physical Sciences **Prerequisites:** Not required

Course Description:
Waves are found at the beach; they are all around us helping us to see and hear. Discover how you are able to see light and rainbows, how to make a coloured shadow and how musical instruments can make different sounds.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

CHEMISTRY STRAND - ATOMS, ACIDS AND ALCOHOLS

Year Level: Year 9 **Length:** 1 Term
Sub-Strand: Chemical Sciences **Prerequisites:** Not required

Course Description: What is everything made of? Why do things go “bubble and pop”? How do they get the bubbles into beer? There’s plenty to 'wine' about here. In this unit you will discover the world of the atom. But what’s that got to do with making wine? Join us as we investigate the wine industry in this practical and intoxicating chemistry unit.

Assessment: You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Possible excursion

CHEMISTRY STRAND - LOOK GOOD, SMELL GOOD

Year Level: Year 9 **Length:** 1 Term
Sub-Strand: Chemical Sciences **Prerequisites:** Not required

Course Description: Have you wondered what is in your deodorant, soap, after-shaves, perfumes, moisturiser or make-up? In this unit you will not only learn all about how these products are made and how they work, you will get to make your own.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

BIOLOGY STRAND - CSI - FORENSIC SCIENCE

Year Level: Year 9 **Length:** 1 Term
Sub-Strand: Biological Sciences **Prerequisites:** Not required

Course Description:
This module reinforces the skills learnt in Year 8 and draws on many disciplines including Biology, Chemistry, Psychology and Physics. Students will look at some of the techniques used to solve crime and the problems that occur when investigators attempt to link a suspect using evidence.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

LET YOUR *light* SHINE

TECHNOLOGIES

TENISON WOODS COLLEGE

2020

CURRICULUM

YEAR 8-9

"*Instruct the wise, and they become still wiser; teach the just and they advance in Learning.*"

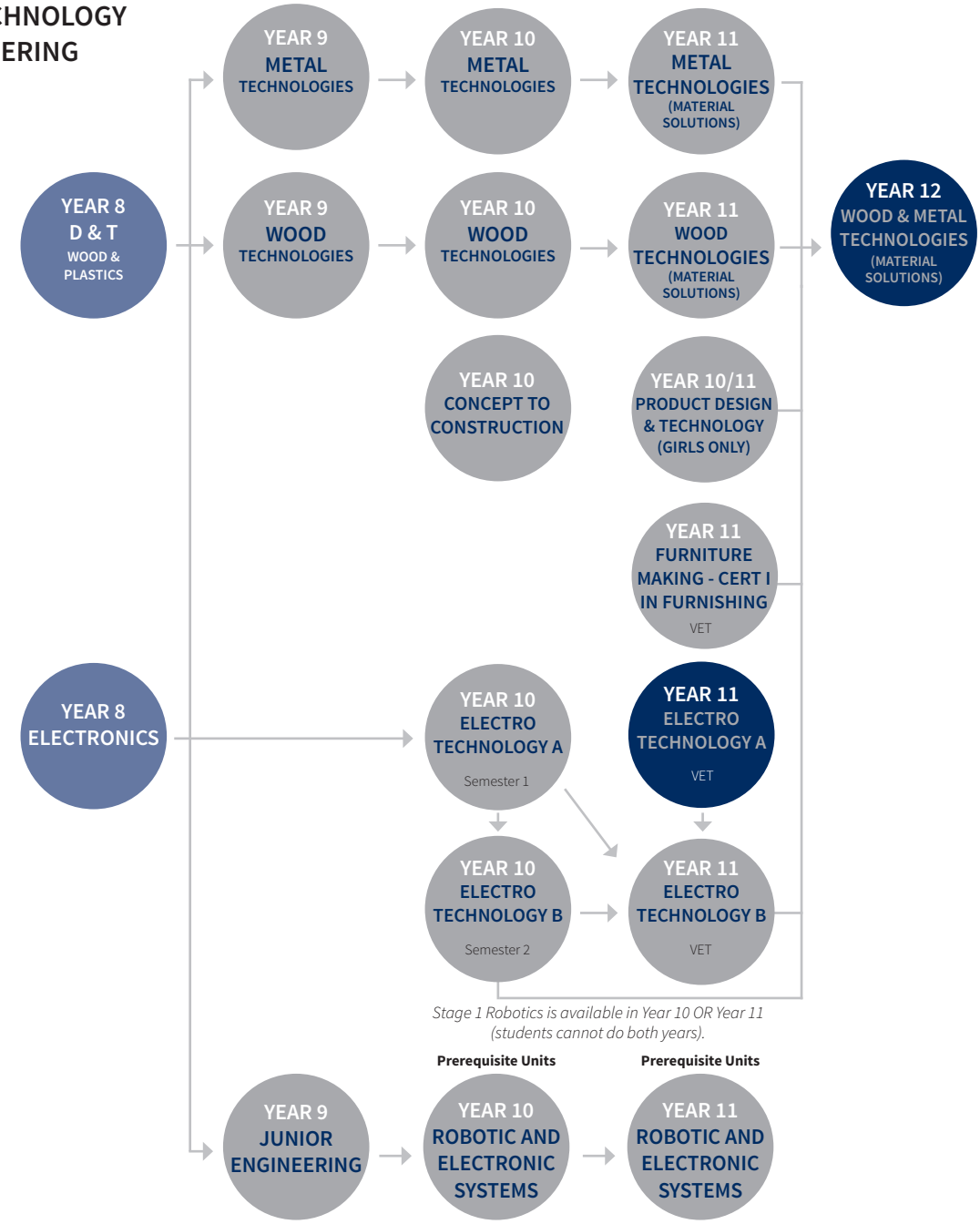
Proverbs 9:9

Learning Area Coordinator
MR BRAD COLLIVER
Email: collb@tenison.catholic.edu.au • Phone: 8725 5455

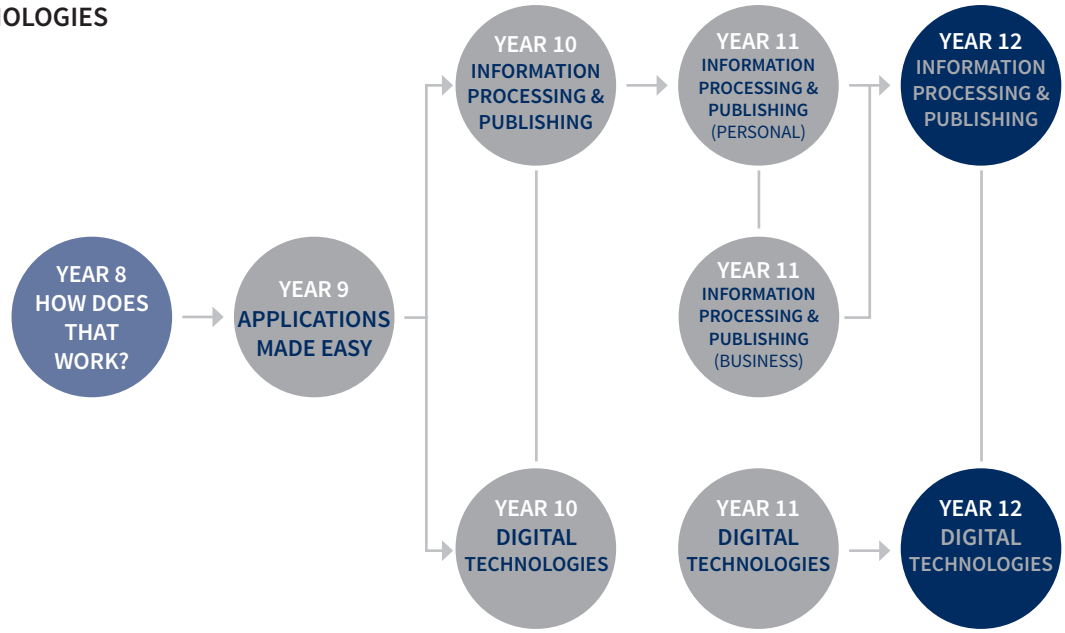
CONTENT STRANDS • DIGITAL TECHNOLOGIES • DESIGN AND TECHNOLOGY • FOOD TECHNOLOGY • WORKPLACE PRACTICES

[TECHNOLOGIES]

DESIGN, TECHNOLOGY AND ENGINEERING



DIGITAL TECHNOLOGIES



[TECHNOLOGIES]

DESIGN, TECHNOLOGY AND ENGINEERING

Through the study of Design and Technologies students develop the ability to identify, create, initiate, and develop products, processes or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. Students use a range of manufacturing technologies such as tools, machines, equipment, and systems to design and make products with materials.

YEAR 8 DESIGN AND TECHNOLOGY (WOOD & PLASTICS)

Year Level: Year 8
Length: 1 Term
Prerequisites: Not required

Course Description: Students studying Year 8 Design & Technology will be taught to design and manufacture a project using wood and acrylic. They will gain a knowledge and understanding of how to use hand tools and basic workshop machinery, with a strong emphasis on safety whilst completing all tasks. The students are also given the opportunity to integrate technologies such as CAD (computer aided design), 3d printing, prototyping and laser into their chosen design.

Assessment:
Students will complete a range of summative and formative assessments that are aligned with the Design & Technology Curriculum. It is all folio based and set out in a way that clearly demonstrates what the students have learnt during the course. This will also include the student's ability to follow all OH&S policies and procedures, setup, pack up, workshop cleanliness and their practical and problem solving abilities.

Major Project:

Smart phone passive amp speaker

ELECTRONICS

Year Level: Year 8
Length: 1 Term
Prerequisites: Not required

Course Description: This unit will cover the principles of electronics and the concepts of engineering structures. Students will be introduced to electronics and the importance of electronics in the world today. Students will also examine structures, both natural and man-made and gain a knowledge and understanding of the factors and forces working within structures. The student will apply these principles to a practical problem solving situation. When selecting this course, you will also be undertaking a Year 8 Science course. This could lead into Junior Engineering in Year 9.

This module will include:
- Safety and workshop practice
- Skill development
- Soldering
- Electronic components and circuits
- Types of forces
- Stresses within structures
- Principles of construction; and
- Natural and man-made structures

Assessment: Students will be assessed on their ability to apply practical and problem solving skills and their knowledge and understanding of theoretical concepts and their applications.

Materials Required: Most consumables and materials will be supplied.

Major project: A soldered product, that incorporates 3D printed elements

JUNIOR ENGINEERING

Year Level: Year 9
Length: Semester
Prerequisites: Nil (Successful completion of "Electronics" at Year 8 level)

Course Description:
In Junior Engineering students will study a course designed around STEM (the integration of Science, Technology, Engineering and Mathematics). Students will face a series of challenges that they will need to solve using knowledge and skills drawn from each of these fields. They will learn hands on skills in soldering computer circuits and 3D printing, as well as how to code, program and design 3D objects using a range of different software. In doing so they will learn more about and compare the Scientific and Engineering methods as well as improving their mathematical and logical capabilities. When selecting this course, you will also be selecting the Technologies course Electronics and they will be done in the same term.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. Students will complete practical investigations and perform independent research tasks.

Major project: A programmed Arduino driven device or machine, designed by the student.

[TECHNOLOGIES]

DIGITAL TECHNOLOGIES

HOW DOES THAT WORK?

Year Level: Year 8
Length: 1 Term
Prerequisites: Not required

Course Description:
The aim of Digital Technologies syllabi is to ensure that all students can

- Create, manage and evaluate sustainable and innovative digital solutions.
- Use computational thinking and the key concepts of abstraction to create digital solutions.
- Use digital systems to automate and communicate the transformation of data. Apply protocols and legal practises that support safe, ethical and respectful communications.
- Apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

In this elective students learn:

- History of computer systems
- Hardware, Software
- Digital Systems
- Data and its transmission in a networked digital system
- Data visualisation using various tools including Prezi, Emaze, Canva and Infographics
- Computational thinking using Algorithms
- Visual programming tools Scratch
- Basic programming using editor (HTML, Scripting etc)
- Cyber security and related issues like hacking, scam, responsible use of social media, responsible use of Technology

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills and their knowledge and understanding of theoretical concepts and their applications.

DESIGN, TECHNOLOGY AND ENGINEERING

YEAR 9 METAL TECHNOLOGIES

Year Level: Year 9
Length: 1 Semester
Prerequisites: Not required

Course Description:
Students studying Year 9 Metal Technologies will be taught to design and manufacture a kitchen knife. Occupation Health & Safety within the workshop is the key element of this course. The students will forge a piece of steel to create their knife design. A jig is designed to hold the knife while shaping and filling their design for safety. Laser technology is also used to etch a design onto the blade of the handle to finish it off after polishing. Once completed the knife has to be specifically picked up by the student's parent or carer at the front office.
This course has been specifically designed around knife safety and the importance of following strict OH&S processes and procedures. The students will undertake a skills task prior to commencing work on the major project.

The students are also given the opportunity to integrate technologies such as CAD (computer aided design) and 3d printing for prototyping their chosen design.

Assessment:
Students will complete a range of summative and formative assessments that are aligned with the Design & Technology Curriculum. It is all folio based and set out in a way that clearly demonstrates what the students have learnt during the course. This will also include the student's ability to follow all OH&S policies and procedures, setup, pack up, workshop cleanliness and their practical and problem solving abilities.

Cost:
Approximately $45 to cover the cost of the 1084 Carbon steel and various materials needed for the students to complete their knife.

Major project:
Hand forged kitchen knife

YEAR 9 WOOD TECHNOLOGIES

Year Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
Students studying Year 9 Wood Technologies will be taught to design and manufacture an individual project. Once a project design is approved students use traditional methods to manipulate timber including jointing methods and general woodworking principles. They will undertake a skills task prior to commencing work on the major project.
The students are also given the opportunity to integrate technologies such as CAD (computer aided design) and 3d printing, prototyping and laser.

Assessment:
Students will complete a range of summative and formative assessments that are aligned with the Design & Technology Curriculum. It is all folio based and set out in a way that clearly demonstrates what the students have learnt during the course. This will also include the student's ability to follow all OH&S policies and procedures, setup, pack up, workshop cleanliness and their practical and problem solving abilities.

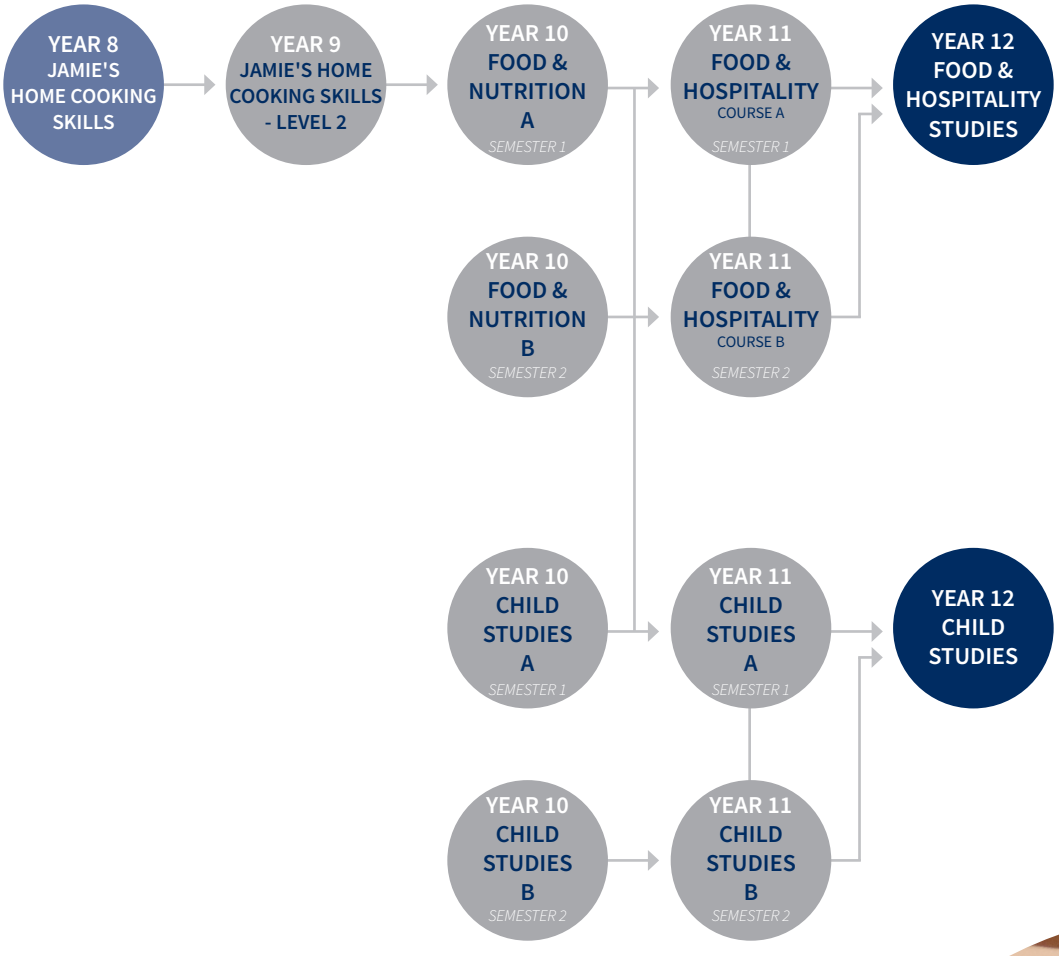
Cost:
Approximately $35 to cover the cost of the electronics kit for the contemporary designed touch lamp made from recycled materials and the 3d printed lampshade.

Major project: Contemporary designed touch lamp with 3D printed lamp shade

[TECHNOLOGIES]

FOOD TECHNOLOGIES

FOOD TECHNOLOGIES



[FOOD TECHNOLOGY]

DESIGN, TECHNOLOGY AND ENGINEERING

APPLICATIONS MADE EASY

Year Level: Year 9
Length: 1 Semester
Prerequisites: Not required

Course Description:
The aim of Digital Technologies syllabi is to ensure that all students can:

- Create, manage and evaluate sustainable and innovative digital solutions.
- Use computational thinking and the key concepts of abstraction to create digital solutions.
- Use digital systems to automate and communicate the transformation of data.
- Apply protocols and legal practises that support safe, ethical and respectful communications. Apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

In this semester subject students learn to:

- Investigate the role of the hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Analyse simple compression of data and how content data is separated from presentation
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources considering privacy and security requirements
- Analyse and visualize data to create information and address complex problems and processes
- Look at the development and dependence on IT in the current era
- Computational thinking using algorithms
- Create solutions by using programming tools
- Critically evaluate interactive solutions and information online taking into account social context and legal responsibilities

Assessment: Students will be assessed on their ability to apply practical and problem solving skills. Students will also be assessed on their knowledge and understanding of theoretical concepts and their applications.

FOOD TECHNOLOGIES

JAMIE'S HOME COOKING SKILLS

Year Level: Year 8
Length: 1 term
Prerequisites: Not required

Course Description:
This unit aims to give students the knowledge, skills and confidence to enjoy cooking meals at home. Students will gain an understanding of how to economise when planning meals to cook at home.

Students will learn about basic cooking techniques, safety and hygiene, food preparation, presentation and table settings.

The unit is based on the chef Jamie Oliver's proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Assessment:
Practical work: 50%,
Theory work: 50% (assignments, worksheets and tests etc.)

Materials Required:
2 x A4 plastic folders and lined writing pad
Food storage container

Additional Costs:
Students will need to supply various foods for the practical activities.

JAMIE'S HOME COOKING SKILLS - LEVEL 2

Year Level: Year 9
Length: 1 semester
Prerequisites: Not required

Course Description:
This unit aims to expand the students' knowledge, skills and confidence to enjoy cooking meals at home. Students will gain further understanding of how to economise when planning meals to cook at home. The unit will encourage students to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge.

Students will continue to learn about basic cooking techniques, safety and hygiene, food preparation, presentation and table settings.

The unit is based on the chef Jamie Oliver's proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing and will extend on the content of the Year 8 program.

Assessment:
Practical work: 50%,
Theory work: 50% (assignments, worksheets and tests etc.)

Materials Required:
2 x A4 plastic folders and lined writing pad
Food storage container

Additional Costs:
Students will need to supply various foods for the practical activities.

LET
YOUR
light
SHINE

THE **ARTS**

TENISON WOODS
COLLEGE

2020

CURRICULUM
YEAR 8-9

Jesus said to him,

"If you can! Everything is possible to one who has Faith."
Mark 9:23

The Arts Learning Area Coordinator
MISS MEGHAN LYNCH
Email: lyncm@tenison.catholic.edu.au • Phone: 8725 5455

Head of Music
MRS BETH CREEDY
Email: creee@tenison.catholic.edu.au • Phone: 8725 5455

CONTENT STRANDS: VISUAL ARTS • GRAPHIC ART • DRAMA • MEDIA ARTS • MUSIC • DANCE

[THE ARTS]

VISUAL ARTS • GRAPHIC ART • DRAMA • MEDIA ARTS • MUSIC • DANCE

VISUAL ARTS:

YEAR 8 VISUAL ARTS *COMPULSORY* → YEAR 9 PLACE IN PAINT — YEAR 9 WHERE'S THAT LINE → YEAR 10 VISUAL ARTS — YEAR 10 ART ADVANCED → YEAR 11 VISUAL ARTS ART A *STAGE 1 (10 CREDIT) SEMESTER 1* — YEAR 11 VISUAL ARTS ART B *STAGE 1 (10 CREDIT) SEMESTER 2*

YEAR 12 VISUAL ARTS ART *STAGE 2 (20 CREDIT)*

OR

GRAPHIC ART:

YEAR 8 GRAPHIC DESIGN *COMPULSORY* → YEAR 9 GRAPHIC DESIGN → YEAR 10 GRAPHIC A — YEAR 10 GRAPHIC B → YEAR 11 VISUAL ARTS DESIGN *SEMESTER 1 AND / OR 2* → YEAR 12 VISUAL ARTS DESIGN *STAGE 2 (20 CREDIT)*

DRAMA:

YEAR 8 DRAMA *COMPULSORY* → YEAR 9 DRAMA → YEAR 10 DRAMA A *SEMESTER 1* → YEAR 11 DRAMA *SEMESTER or FULL YEAR* → YEAR 12 DRAMA *STAGE 2 (20 CREDIT)*

Drama A (even years)
Drama A & B (odd years)

PLUS (in even years)

YEAR 10 CREATIVE ARTS - MUSICAL* *SEMESTER 2 (10 SACE CREDITS)* → YEAR 11 CREATIVE ARTS - MUSICAL* *SEMESTER 2 (10 SACE CREDITS)*

Creative Arts - Musical is a joined biannual Year 10 & 11 class
**AVAILABLE IN 2020*

DANCE:

YEAR 10-11 DANCE

MEDIA ARTS:

YEAR 8 MEDIA STUDIES *COMPULSORY* → YEAR 9 MEDIA STUDIES → YEAR 10 MEDIA STUDIES AND PUBLIC RELATIONS

MUSIC: SEE PAGE 59

[THE ARTS - VISUAL ARTS]

VISUAL ARTS • WHERE'S THAT LINE • PLACE IN PAINT

Making “marks” or art is an intrinsic part of the human character. Humans have made “marks” since the beginning of time. Art, in its various forms, has many functions. It can be decorative, expressive, and political in its intent or have spiritual significance. We teach the fundamental skills of drawing, painting and design in order to allow our students the means to express themselves through Visual Art forms.

YEAR 8 VISUAL ARTS - Compulsory

Year Level: Year 8

Length: 1 term

Prerequisites: Not required

Course Description:
This unit exposes students to the fundamentals of drawing, painting and designing. The drawing component enables students to develop a visual arts language and engages them with the process of line and structure. The painting component will enable students to learn how to manipulate colour and paint. They will learn the paint processes and complete painted surfaces that reflect those processes.

Assessment:
Portfolio of drawings, painted design/still life.

Materials Required:
2B, 4B pencils, eraser, imitation sable brush and sketchbook.

Additional Costs:
To be advised.

PLACE IN PAINT

Year Level: Year 9

Length: 1 semester

Prerequisites: Not required

Course Description:
This unit explores the range and possibilities of paint, via the ‘landscape’.

Assessment:
Portfolio of techniques;
Painted landscape; and
Essay on landscape painting.

Additional Costs:
$30 - to cover paints, folio, brush, canvas board.

WHERE'S THAT LINE?

Year Level: Year 9

Length: 1 semester

Prerequisites: Year 8 Art

Course Description:
This unit explores the use of line in drawing and painting. It seeks to develop drawing skills, established in the Year 8 units, via the discipline of figure drawing, rendering and use of line in paint.

Assessment:
Portfolio of figure drawing;
Rendered still life; and Portfolio of painted experiments with line, with particular focus on gouache/glaze.

Materials Required:
2B/4B/6B Pencils (cost 70c each) or a tin of Staedtler lead pencils $10; No 2 imitation sable brush; Visual Diary $7.50.

[THE ARTS - DRAMA]

The study of Drama involves the integration of the student's intellectual, physical, and creative development. Drama is used to express shared beliefs, record experiences, present concepts, and explore personal opinions and feelings. Drama allows students to gain insights into the world in which they live, while reflecting on their own lives and those of other people. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving, to establish a sense of self, to consider relationships with other people, to explore local and global issues and to present ideas and solutions for a better future. Drama gives students the opportunity to develop a range of skills that will be valuable assets for their careers and future pathways.

YEAR 8 DRAMA - Compulsory

Year Level: Year 8

Length: 1 term

Prerequisites: Not required

Course Description:
This unit is designed to expose different areas of Drama; both on and off stage. Students will use the resources to learn the essential areas which create an ensemble, including basic stagework, SFX makeup, group collaboration, genre and script performance.

Assessment:
Ongoing class work.

Materials Required:
Workbook and display folder.

Additional Costs:
Potential excursion to local theatre and/or in-school visiting production (approximate cost of $15.00).

DRAMA

Year Level: Year 9

Length: 1 semester

Prerequisites: Not required

Course Description:
Students will study a mixture of skills set to prepare them for further Drama study and general confidence in public speaking/ presentations. Students will all participate in class, individual and group Drama activities including script writing and in the second term, students will choose either an on stage or offstage role to culminate in a film project based upon their individual interests through film.

Assessment:
Ensemble individual performance (or equivalent backstage roles); comparative essay, script writing, storyboard, film.

Materials Required:
Workbook and display folder.

Additional Costs:
Potential excursions to local theatre and/or in-school visiting theatre company (approximate cost of $15.00).

[THE ARTS - GRAPHIC ARTS]

GRAPHIC DESIGN

This introductory unit of Graphic Design is intended to expose students to the powerful use of computer graphics to produce both 2D and 3D works. Using the latest industry standard software, students will gain the ability to bring to life their imaginative ideas. Programs used in this course are Photoshop and Maya, a 3D animation program used in such films as The Matrix and Lord of the Rings.

YEAR 8 GRAPHIC DESIGN - Compulsory

Year Level: Year 8

Length: 1 term

Prerequisites: Not required

Course Description:
In this unit, students will develop the visual language involved using the elements and principles of design to create purposeful compositions. Students are introduced to the fundamental skills using Adobe Illustrator (vector design) and Adobe Photoshop, (photo manipulation) to create concept design for an online game and emoji design.

In Maya (3D programme) students will undertake simple modelling using polygons. Students will be required to follow a brief and complete research, development, production and evaluation of each product.

Assessment:
An electronic portfolio of sketches and refined purposeful designs.

Additional Costs:
A4 Visual Diary, Printing of work, Glossy paper A4 $2.00, A3 $4.00

GRAPHIC DESIGN

Year Level: Year 9

Length: 1 semester

Prerequisites: Not required

Course Description:
Do you have a passion for graphic arts and digital design? Can you see how technology has allowed us the ability to create engaging and meaningful designs? This course has been planned to develop your understanding and skills so then you are working towards entering a growing industry.
In Year 9 Graphic Design, students will complete tasks that can be incorporated into an electronic portfolio and will be required to follow a brief to complete research, development, production and evaluation.
During the course students will experience the potential for digital design to reach a particular audience and work on a real project involving a logo, a poster, advertising or self-promotion. Students will also have the opportunity to work with 3D construction and experience virtual reality spatial design.

Assessment:
An electronic portfolio of sketches and refined purposeful designs.

Costs:
A4 Visual Diary, Printing of Work, Glossy Paper A4 $2, A3 $4.

[THE ARTS - MEDIA ARTS]

MEDIA STUDIES

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

YEAR 8 MEDIA STUDIES - Compulsory

Year Level: Year 8

Length: 1 term

Prerequisites: Not required

Course Description:
Do you love being online, listening to podcasts, watching Netfilx? Are you keen to take your own photos, make your own podcast, create a radio advertisement and find out more about Social Media and how to manoeuvre your way through this difficult space.

Do you think you might want to become a journalist, work in radio, make your own films? What does it take and how do journalists get to the heart of a story? The Year 8 Media Studies course will get you inspired to start reporting the news yourself. During this course you will learn about what it takes to be a journalist, a DJ at a radio station and become a master photographer.

Assessment:
Students produce representations of social values and points of view in media artworks for particular audiences and contexts. Assessment is varied and comprises the creation of a digital portfolio.

MEDIA STUDIES

Year Level: Year 9

Length: 1 semester

Prerequisites: Not required

Course Description:
Imagine if 60,000 people turned up to your birthday party! What do you know about WikiLeaks? Do you trust the media? Can you create your own promotional package for your local sports club, favourite shop or neighbourhood location?
Year 9 Media Studies has it all!

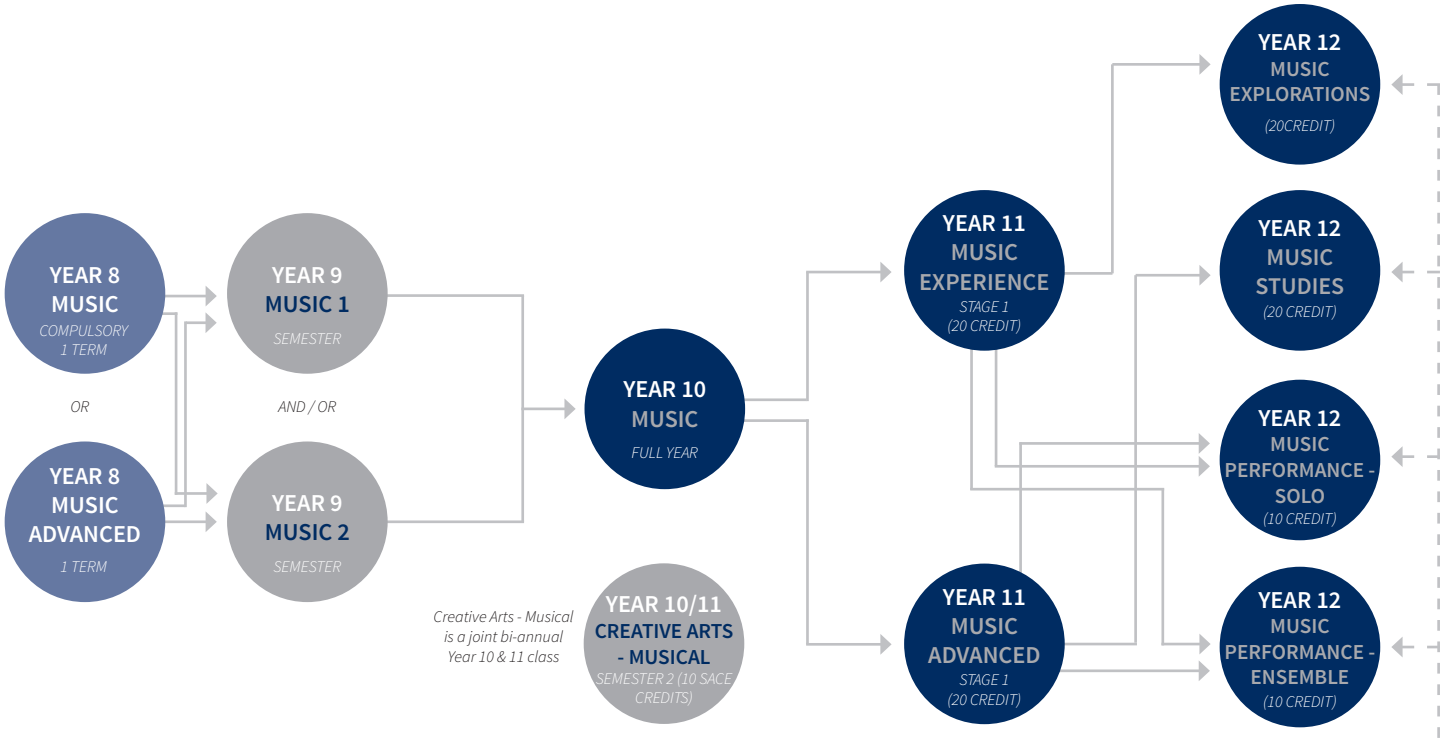
In Year 9 Media Studies, students look in detail at social media, privacy, trust and production. You will meet local journalists and get up close and personal with the events and news that is occurring live! No stone is left unturned as the world is studied and critiqued, culminating in students designing and producing their own short film and hitting the radio waves.

Assessment:
Students produce representations of social values and points of view in media artworks for particular audiences and contexts. Assessment is varied and comprises the creation of a digital portfolio.

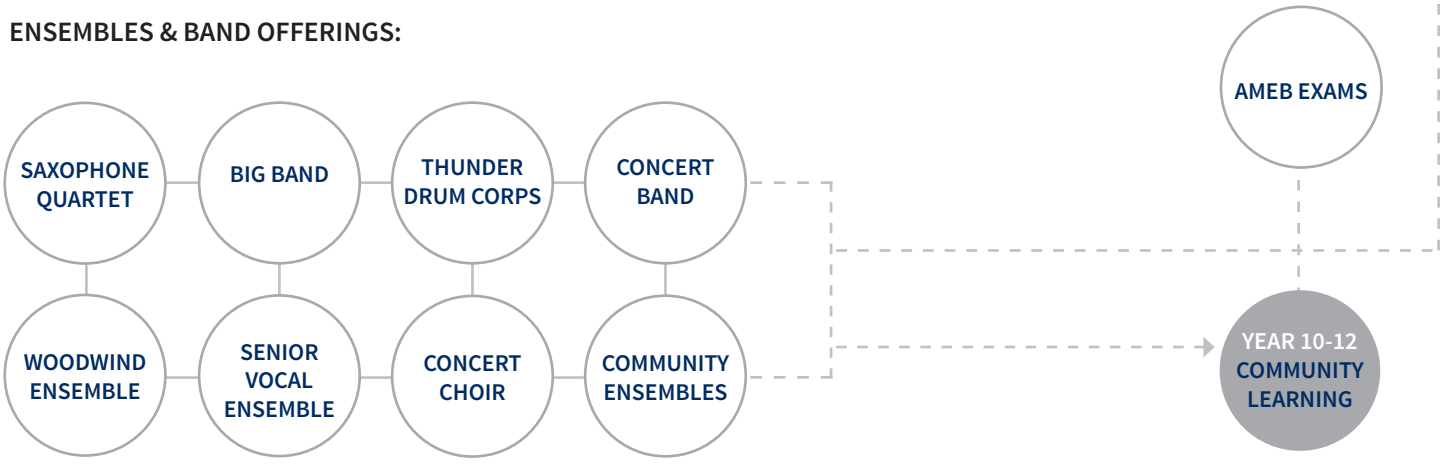
Additional Costs:
Potential excursion to local media outlets.

[THE ARTS - MUSIC]

MUSIC PATHWAY



ENSEMBLES & BAND OFFERINGS:



CO-CURRICULAR OFFERINGS BEGIN FROM YEAR 1

FOR MORE INFORMATION, CONTACT THE PERFORMING ARTS OFFICE

[THE ARTS - MUSIC]

"Music is a higher revelation than all wisdom and philosophy.
Music is the electric soil in which the spirit lives, thinks and invents" (Ludwig Van Beethoven).

It would be impossible to imagine a world without music. Our daily lives are immersed in its rich artistic substance. Year 8 Music gives students an opportunity to explore music through performance, creating and listening. Music provides a means of self expression and an opportunity to share musical experiences with others. Above all, it will enable students to enjoy, value and have confidence in their ability to engage with music.

Music in Year 8 consists of two subjects, one designed for existing Tenison Woods College students with a strong musical interest and the other for the remaining students and students new to the College. Year 8 Music gives students the opportunity to use contemporary instruments and music technology and provides a strong basis for students to improve their knowledge and interact with music.

YEAR 8 MUSIC - Compulsory

Year Level: Year 8 **Length:** 1 term

Prerequisites: Not required

Course Description: Using our music facilities, students will be able to experience and explore many aspects of music. Based on contemporary music, this unit gives all students an exciting and relevant course. Students will use the Jam Hub room and the Music computer lab to create, listen and understand more about music.

Assessment: Ongoing assessment of class tasks will occur.

Materials Required: 1 display folder, 1 lined writing pad.

Additional Requirements: Students that wish to continue with music after Year 8 will need to participate in vocal or instrumental lessons. It is encouraged that students enrol in these lessons as soon as an interest is noted.

YEAR 8 MUSIC - ADVANCED

Year Level: Year 8 **Length:** 1 term

Prerequisites: Students must be currently learning an instrument and wish to persue their interest in music.

Course Description: Students will work on many aspects of music using instruments and in the Music Computer Lab. They will create music and develop many aspects of musical knowledge.

Assessment: Ongoing assessment of class tasks and song writing.

Materials Required: 1 display folder, 1 lined writing pad, 1 manuscript writing pad.

Additional Requirements: Instrumental tuition.

YEAR 9 MUSIC 1

Year Level: Year 9 **Length:** 1 semester

Prerequisites: Students undertaking this course should already be learning an instrument (or willing to begin learning an instrument) or voice.

Unit Brief:
Students choosing this subject will be involved in the following topics: Performance - both as a soloist and as a member of class activities; Theory and Aural; Composing/arranging using music technology; Music in Culture. This provides an engaging curriculum that covers a wide variety of musical concepts and styles.

Assessment: A wide range of assessment tasks will be undertaken to assess students' understanding of the above areas.

Materials Required: One display folder, one folder, one set of folder dividers, one lined writing pad, one manuscript writing pad.

Additional Requirements: All students are required to have an individual music lesson every week and will be encouraged to join a school ensemble when performing at a suitable level.

Additional Costs:
Instrumental tuition.

YEAR 9 MUSIC 2

Year Level: Year 9 **Length:** 1 semester

Prerequisites: Students undertaking this course should already be learning an instrument (or willing to begin learning an instrument) or voice.

Unit Brief:
Music 2 will focus on two streams of students with both groups supporting each other: Composition (all musical styles and instruments); Music technology (mainly using PA and recording). Students in both streams will learn music reading (theory and aural) components together. Students in the Composition stream will learn to analyse music, understand form and structure and learn song writing and arranging skills. Students in the Music Technology stream will learn how to use PA's, and learn recording techniques for different instruments. It is foreseen that as part of the music technology course they will record the original compositions written by the rest of the class.

Assessment:
- On-going participation
- Completion of set tasks (song writing/recording)

Additional Requirements: Students involved in the song writing stream will need to be having instrumental lessons.

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Co-Educational Catholic College

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