



7

CURRICULUM
HANDBOOK
2021

Principal's Welcome



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Welcome to Learning in the Middle School Gilap Wanga Learning Community

The Gilap Wanga Learning Community – What's in a Name?

The Gilap Wanga Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for deep listening to self, others, and country. As such, the Gilap Wanga Learning Community establishes our College's aspiration to greet the future with respect for the environment; a respect that learns from our traditional custodians of the land. By accepting this Aboriginal gift, we can all grow together.

Listening and Learning with Respect for Self, Others, Community and Country

Learning in the Tenison Woods College Middle School will be different. It's about your child and their pathway. And every child's pathway is different. Every child needs to be challenged differently. This commitment to individualisation and challenge culminates in the 9 SHINE Program, which draws on contemporary understandings of adolescent development, engagement and rites of passage. You, your child and their teacher will personalise the pathway together. There is a pattern, but it is personalised, to ensure rigour, individual excellence and a well-rounded education so that your adolescent shines now and into the future. The Gilap Wanga Learning Community celebrates individuality, diversity and connection, enabling our young to thrive as capable leaders for the world God desires.

This Handbook

Gilap Wanga expresses excitingly and creatively the Tenison Woods College belief 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 faith, learning, and wellbeing opportunities available for secondary school students at Tenison Woods College. Increasingly, Year 7, 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 Gilap Wanga 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' capabilities and confidence in managing life's opportunities through exciting educational programs.

We are proud of the range of learning opportunities available at the College, both in the core curriculum, electives, mini-electives and co-curricular activities. We value the strong partnership with 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 Gilap Wanga 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 Meziniec | Principal



PASTORAL CARE

FUTURE THINKING

• Mathematics • Science • Design & Technology • Digital Technologies

GLOBAL PERSPECTIVES

• Religious Education • English • Humanities and Social Sciences

HEALTHY LIFESTYLES

• Physical Education or HPSP Academy • Health

LANGUAGES

• Italian • Chinese

MUSIC

SPECIALIST SUBJECTS

One selection from Area 1, 2 and 3. One extra choice from Area 1, 2, 3 or 4.

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Year 7 Specialist Subjects Overview



In Year 7 our students have the opportunity to pick from a wide variety of specialist subjects.

Please pick one subject from Area 1, one subject from Area 2, one subject from Area 3 and one additional subject from either Area 1, 2, 3 or 4.

AREA 1 CHOOSE 1

ART BOOTCAMP Visual Art

STICK IT Multi-Media Art

AREA 3 CHOOSE 1

PODCASTS & MORE Media Art

MORE THAN ACTING Drama

AREA 2 CHOOSE 1

THINK IT, BUILD IT Design & Technology

CYBEROLOGY Technology

ROBOT RACERS Technology

FARM TO FEAST Food Technology

MASTER OF MEALS Food Technology

FUNKO CAD Digital Technologies

AREA 4 OPTIONAL CHOICE

SCHOOL OF ROCK Music

STOMP! Music

GO M.A.D. (MAKE A DIFFERENCE)
Religious Education

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Pastoral care promotes and enhances the personal, social, physical, mental and spiritual wellbeing of all children and young people which is a central focus of our Catholic identity.

Our approach promotes safe, supportive and inclusive environments by recognising and respecting the inherent dignity of each person as core to the mission of Catholic education, promoting the safety and wellbeing and building respectful relationships that demonstrate care and concern for all.

The pastoral care program delivered by their daily Pastoral Care teacher for a double lesson each week, is aimed at developing students resilience and wellbeing utilising Martin Seligman's Positive Psychology PERMA+ model of wellbeing: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment plus nutrition, sleep and optimism. This has formed our wellbeing approach by applying the PERMA+ to our SHINE + motto. Each letter of SHINE provides a practical framework for students to understand and maintain their wellbeing; Success, Helping, Involved, Name, Emotions + - knowing your God, Sleep, Exercise.

Due to the number of new students at this year level, the Year 7 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. As the year progresses, students will explore the following themes and issues:

- | | |
|---|--|
| <p>Wellbeing</p> <ul style="list-style-type: none"> • What is wellbeing? • Social & Emotional Intelligence • Resiliency skills - mindfulness, grounding, balanced thinking, growth mindsets. • Restorative skills using the What What How intentional practice tool - by responding not reacting. <p>Child Protection Curriculum</p> <ul style="list-style-type: none"> • The right to feel safe (warning signs) • Relationships (recognising harassment & power in relationship) • Recognising and reporting abuse (cyber safety) • Protective strategies (where to go for help) | <p>Getting Organised</p> <ul style="list-style-type: none"> • Getting to know you • Problem solving • Time management and goal setting. <p>Key Capabilities</p> <ul style="list-style-type: none"> • Social awareness • Collaborative • Socially adept • Intercultural • Global minded • Careful user & creator of ICT • Moral • Compassionate <p>Participation in Focus Days</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Awareness Day • R U OK Day • National Day Against Bullying/Harmony Day |
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CORE

FUTURE THINKING

Future Thinking encompasses the Australian Curriculum learning areas of Science, Mathematics, Digital Technologies and Design & Technologies. Students will access individualised Mathematics-specific learning through the Maths Pathway Program and take part in small group activities to promote skill acquisition. Students will engage in both abstract and practical problems where they will need to develop their questioning by constructing hypotheses and conjectures. They will work collaboratively and individually to carry out practical investigations. They will develop technologies, processes and production skills to create solutions to problems.

CONTENT:

Mathematics:

- Number and Algebra;
- Measurement and Geometry;
- Statistics and Probability.

Science:

- Science Understanding;
- Science as a Human Endeavour;
- Science Inquiry Skills.

Design & Technologies and Digital Technologies:

- Knowledge and Understanding;
- Processes and Production Skills.

Students will:

- Demonstrate their understanding of mathematical understanding and processes, science understanding, science as a human endeavour, inquiry skills technologies knowledge and understanding and processes and production skills through rich integrated assessments that will include practical and research investigations;
- Show understanding of scientific concepts through term tests;
- Be assessed for mathematical growth, accuracy and effort through regular low-stakes individualised mathematical tests.



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CORE

GLOBAL PERSPECTIVES

Global Perspectives is an interdisciplinary approach of Religion, English, History, Geography, Business and Enterprise and Civics and Citizenship.

Students will develop an understanding of different identities and perspectives to aid the development and knowledge that will encourage them to become thriving people, capable learners, leaders for the world God desires.

They will develop their self awareness and recognise their place as global leaders, critical thinkers and effective communicators through a study of historical societies and modern communities and environments.

Students will develop their capabilities of ethical and compassionate thinking, ecological and spiritual awareness and collaboration.

Through engagement with a range of texts in different genres and from different cultural contexts students will respond and communicate through oral, written and multi modal forms.

CONTENT:

Term 1 - Are you talking to me?

- Social connections and community. Who are we, where are we, and where do we belong?
- What's the story?
- A place for everyone at the table

Term 2 - Convince me you are right.

- Being a historical detective and exploring the Ancient World
- Debating the point
- The big questions of Religion

Term 3 - Take me into your world.

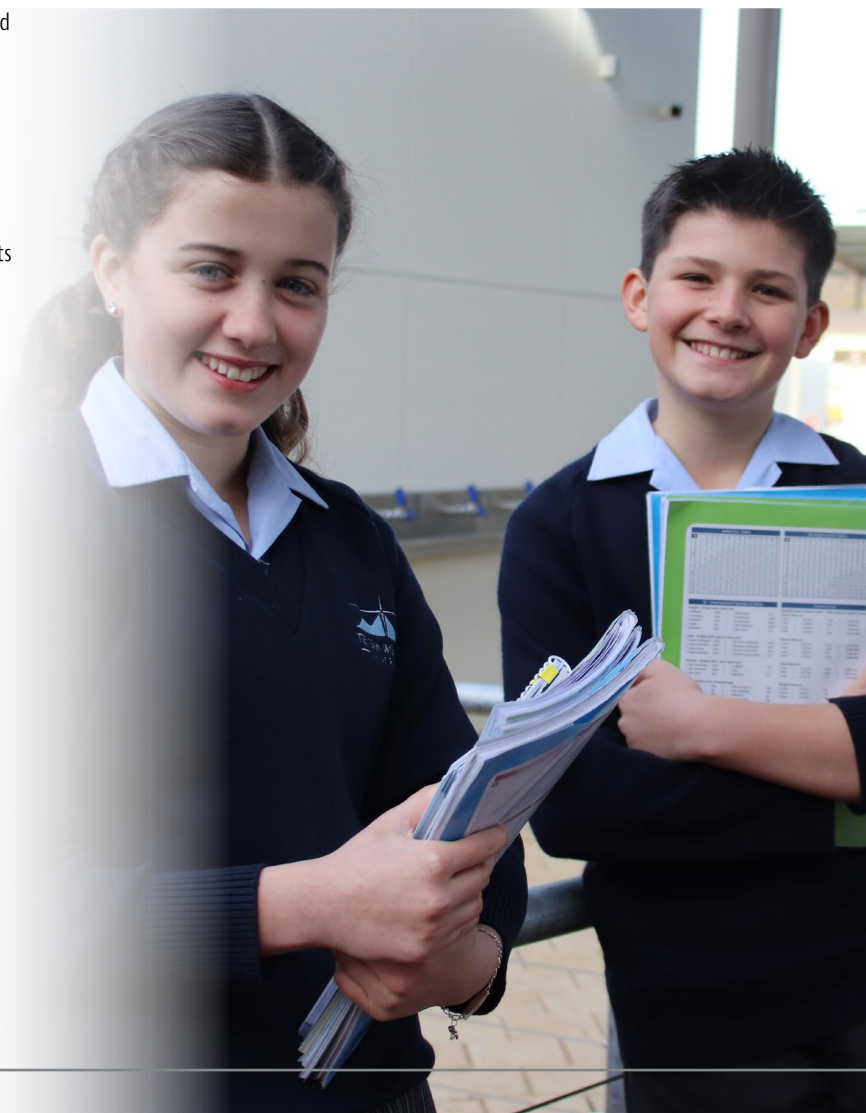
- Does the past make us who we are? Are there links between ancient and modern society?
- Picture it in words
- Movers and Shakers in Christianity

Term 4 – Is there enough for all? What do we want for ourselves and others?

- Are we dying of thirst? An examination of water as resource.
- Please explain
- Disciples of faith and action

Students have the opportunity to demonstrate evidence of their learning in Year 7 Global Perspectives through:

- Participation in a range of learning activities and assessment tasks designed to inspire curiosity, creative thinking and develop ethical democratic citizens;
- Responding with growing wisdom to future-focused problems relevant to their world;
- Collaborative and independent interdisciplinary assessment tasks;
- Oral, written and multi-modal forms of communication.



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CORE

HEALTHY LIFESTYLES

Healthy Lifestyles enables the development of skills and strategies that will help students make informed decisions that promotes their own and others' health, safety and wellbeing. With a thematic and integrated approach, the course provides opportunities for students to develop and apply positive personal and social skills to establish and maintain respectful relationships while promoting fair play, resilience and inclusivity in their learning community. Students will have the opportunity to think critically and creatively while applying these personal and social skills.

Students will be exposed to learning the movement skills and concepts delivered through a variety of game categories and will explore the role that games, sports, outdoor recreation and rhythmic and expressive activities contribute to participation in a healthy lifestyle. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Healthy Lifestyles has two unique pathways with Core or Academy modules. In the core modules, students participate in a broad suite of games and sports while the Academy has specialised sports with specifically dedicated modules.

Students will reflect on, and refine, their personal and social skills as they participate in a range of physical activities.

CONTENT:

Sport Academy (AFL, Cricket, Netball, Basketball, Hockey and Soccer)

- Periodisation training model
- Sport specific skills and concepts

Healthy Lifestyles Core

- Games and Sports (Invasion, Striking and Fielding, Target, Net/Wall and Court divided)
- Athletics

All students as part of Healthy Lifestyles will complete the following integrated through their chosen topic:

- Sport Education (SEPEP)
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships
- Safety
- Alcohol and other drugs
- Lifelong physical activities
- Community Engagement
- Cultural diversity

Healthy Lifestyles supports students to refine a range of specialised knowledge, understanding and skills concerning their health, safety, wellbeing and movement competence and confidence.

Assessment Type 1: Folio

- Healthy eating and living
- Positive psychology - Wellbeing and resilience
- Community engagement project

Assessment Type 2:

Performance Analysis

- Specific skills and movement concepts
- Roles and responsibilities

Assessment Type 3: Evaluation

- Self and peer assessment of specific movements

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CORE

LANGUAGES ITALIAN BEGINNERS

In Year 7 Italian Beginners, students are introduced to Italian language and culture. Through a focus on the themes of 'My life' and 'My World,' students explore a range of Italian grammatical concepts that support their ability to express feelings, personal thoughts and information to their peers, teachers and the wider community. Students use their studies of Italian to develop their key capabilities, in particular ICT use, intercultural understanding and literacy as outlined in the Australian Curriculum. Students will be provided with a variety of different opportunities to practice writing and speaking in Italian through a range of contemporary learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language including formulating sentences and engaging in discussions about a variety of topics.

CONTENT:

- Describe and introduce self, family members and friends as well as compare typical Australian and Italian families.
- Express personal preferences
- Discuss relevant topics such as school and the world around them.
- Compare
- Design a house and discuss differences between Italian houses and Australian houses.
- Explore the concepts of Regionality and Nationality.

Students have the opportunity to demonstrate evidence of their learning in Year 7 Italian through the following assessment types:

- Assessment Type 1 – Written: Writing of Audiobook, Podcast or Film;
- Assessment Type 2 – Spoken: Recording of Audiobook, Podcast or Film;
- Assessment Type 3 – Written: Research Folio;
- Assessment Type 4 – Written: House Design.

CORE

LANGUAGES ITALIAN CONTINUERS

In Year 7 Italian Continuers, students continue to develop their abilities to use and understand Italian language and to develop their intercultural understanding. Through a focus on the themes of 'My life' and 'My World,' students explore a range of Italian grammatical concepts that support their ability to express feelings, personal thoughts and information to their peers, teachers and the wider community. Students use their studies of Italian to develop their key capabilities, in particular ICT use, Intercultural Understanding and Literacy as outlined in the Australian Curriculum. Students will be provided with a variety of different opportunities to practice writing and speaking in Italian through a range of contemporary learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language including formulating sentences and engaging in discussions about a variety of topics.

CONTENT:

- Describe and introduce self, family members and friends as well as compare typical Australian and Italian families.
- Express personal preferences
- Discuss relevant topics such as school and the world around them.
- Compare
- Design a house and discuss differences between Italian houses and Australian houses.
- Explore the concepts of Regionality and Nationality.

Students have the opportunity to demonstrate evidence of their learning in Year 7 Italian through the following assessment types:

- Assessment Type 1 – Written: Writing of Audiobook, Podcast or Film;
- Assessment Type 2 – Spoken: Recording of Audiobook, Podcast or Film;
- Assessment Type 3 – Written: Research Folio;
- Assessment Type 4 – Written: House Design.

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CORE

LANGUAGES CHINESE

In Year 7 Chinese, students are introduced to the Chinese language and culture. Through a focus on the themes of 'My Life,' 'Food, Celebrations and Festivals,' 'Taiji and Gongfu' and 'Hello Asian World,' students explore a range of Chinese grammatical concepts, including getting familiar with Chinese characters that support their ability to express feelings, personal thoughts and information to their peers, teachers and the wider community. Students use their studies of Chinese to develop their key capabilities, in particular ICT use, Intercultural Understanding and Literacy as outlined in the Australian Curriculum. Students will be provided with a variety of different opportunities to practice writing and speaking in Italian through a range of contemporary learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language including formulating sentences and engaging in discussions about a variety of topics.

CONTENT:

- Describe and introduce self, family members and friends as well as compare typical Australian and Chinese families.
- Explore the concepts of food, celebrations and festivals in Chinese and Australian cultures.
- Discover Chinese sports such as Taiji and Gongfu.
- Compare and contrast Ancient China with Modern China.

Students have the opportunity to demonstrate evidence of their learning in Year 7 Chinese through the following assessment types:

- Assessment Type 1 – Written & Spoken: Creation of a story book;
- Assessment Type 2 – Written: Creation of Lucky Red Envelope;
- Assessment Type 3 – Spoken: Demonstration of Taiji;
- Assessment Type 4 – Written: Research Presentation.

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CORE

MUSIC

A comprehensive and engaging Music course that allows students to SHINE. Students will work independently and collaboratively to create exciting music. They will expand their knowledge and understanding of music reading, listening and creating. Using specialist industry standard music software as well as a wide variety of tuned and un-tuned instruments, they will be engaged and excited in the sounds they will create.

CONTENT:

- Original composition and music technology tasks in Reaper.
- Research project on Aboriginal music and culture.
- Term based xylophone class band with soprano, alto, tenor and bass xylophones.
- Music theory to support learning.
- Aural dictation – developing the ‘musical ear’.

EVIDENCE OF LEARNING:

- Ongoing assessment
- Skills development
- Reaper Tasks:
 - Original Composition
 - Pop Song Remix
- Practical performance on tuned percussion
- Theory and Aural dictation tests/exercises
- Research Projects and presentations (Powerpoint, Google sites, posters, etc.)

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AREA 1

ART BOOTCAMP Visual Art

Straighten up and stand in line. It's time to get creative and build up your skills. Work in our Art Studio to develop your drawing, painting and sculpting techniques. You will be taken through exercises to strengthen your powers of observation and get your creative juices flowing. This course is for everyone; whether you think you can't draw, or you want to refine your art practice. Get to it soldier!

CONTENT:

- Learn and develop observational skills through drawing from life (think skeletons and insects!).
- Build your understanding of the Elements of Art and Principles of Design through paper sculpture.
- Explore art as a form of communication through history.
- Refine your painting skills through an original work of art.

EVIDENCE OF LEARNING:

- Folio documenting practical development and reflections.
- Practical application of refined art work.
- Collaboration during the curating process.

AREA 1

STICK IT Multi-Media Art

We Make Cool Stuff

Do you love Pixar, Disney, Blizzard Entertainment, Anime, Lego or game concept art? This is a virtual door to the amazing world of digital art and design. Discover how vector art and designs are utilised in games, logos, websites, apps, movies, books and more. The opportunities are endless. Students will explore how good design is so much more than just making things look pretty – it's a very thoughtful process and can challenge them to think outside the box. In this class students become a creative problem solver, each task representing a fresh challenge and, in this case, an illustrated Big Mac that looks good enough to eat. Students spend time figuring out a way to communicate themselves in visual form and create a set of stickers or badges to decorate their gear with.

This is now the time to follow your dreams. Join this fun, flexible ride which is positively overflowing with creativity.

CONTENT:

- Learn how to create mood and message using the elements and principles of art and design.
- Apply the design process where you define the problem, collect information, brainstorm your ideas, develop solutions, present your ideas, receive feedback and improve the final product.
- Create a number of vector concepts which can be utilised in a variety of ways.
- Learn the workspace and tools of the leading software Adobe Illustrator.

Students have the opportunity to demonstrate evidence of learning in Year 7 through the following assessments:

- Vector Bites – Application and Techniques;
- Stick It – Research Project.

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AREA 2

THINK IT, BUILD IT Design & Technology

Welcome to Design and Technology, the subject area where you can “think it, you can build it”. Students will design and manufacture a project using wood and acrylic, gaining a knowledge and understanding of how to use hand tools and basic workshop machinery, with a strong emphasis on safety. This subject will integrate technologies such as CAD (Computer Aided Design), 3D printing, prototyping and laser cutting into their chosen design.

CONTENT:

- Strong occupational health and safety emphasis.
- Working with design briefs and constraints.
- Sustainable considerations in design and technology.
- Application of Computer Aided Design (CAD), 3D Printers and Laser Cutting.
- Hand-skills and simple tool use.

Students will undertake a majority of practical assessments based on products as well as supplementary theoretical components.

- OH&S - Onguard Safety
- Design Process/Brief
- Skills Task – Key Tag
- Skills Task – Phone Holder
- Reflection Folio

AREA 2

CYBEROLOGY Technology

A Cyberology course enables students to build and apply strong technical skills and gives them opportunities to develop their problem-solving skills and ICT skills in a collaborative way.

In this subject, students focus on further developing an understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Cyberology teaches students to use systems and structures to solve real world problems. It provides students opportunities to develop and implement solutions, they design and evaluate and integrate learning from science and mathematics using computer programming and analysis. Computational thinking will allow our students to become the next generation of innovators.

CONTENT:

- Digital Systems
- Computer Networks, protocols, simulate a network using BBC Microbit, system security.
- Data and Information (Analysis)
- Problem solving a solution using various dataset sources and visualizing software i.e. Excel, Charts etc.
- Creating an app or a game
- Programming a game using visual programming and then migrating to text based programming language i.e. Java, JavaScript, Python, Bootstrap etc using a microcomputer (BBC Microbit).
- Digital Citizenship
- Social responsibility in cyberworld, identity theft, copyrights within software perspective.

EVIDENCE OF LEARNING:

1. Programming Portfolio
2. National Challenges by Australian Computer Academy
3. Challenges designed by CSIRO
4. Code Club Australia

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AREA 2

ROBOT RACERS Technology

A highly interactive course that will engage students with a hands-on way to learn coding and robotics. The course can be seen as the beginning of Robotics studies at Tenison Woods College, with the ability to build on skills throughout the middle years of schooling.

Robotics teaches students to use systems and structures to solve real world problems. It provides students opportunities to develop and trial solutions, they design and evaluate and integrate learning from science and mathematics into Robotics. Computational thinking will allow our students to become the next generation of innovators.

Students will engage with the mbots and the iPad software to code and program the bots. They will be engaged with a variety of problems for the bots to navigate through, culminating in a race to the finish line. They engage with Forms to submit information about their learning after each session, to enable them to then plan for their next task. Students will need to use critical thinking, and problem solving and develop their understanding of drag and drop programming. Students will be able to work at their ability level throughout the unit, pacing their learning to their individual understandings.

Students will also be given the opportunity to purchase the mbots used in this course, which are then used in the Year 7 and Year 8 Robotics offerings.

CONTENT:

- Problem solving and communication skills
- Introduction to robotics
- Evaluate learning
- Innovative thinking
- Introduction to coding

EVIDENCE OF LEARNING:

- Learning Log
- Reflection

AREA 2

FARM TO FEAST Food Technology

Do you live on a farm? Or have an attraction in learning about farming? Students in this program will take responsibility of our Chicken Run and help to manufacture eggs. Students will additionally plant and grow vegetables for our lessons. They cook delicious meals that are authentic to Australian farming heritage. Brand-new cooking technology will be available for students to use for cooking their meals. The difference between this subject and a regular Agriculture course is that the students will have practical outcomes of actually cooking farm foods regularly and have responsibility for the products.

Students will examine the ethics of farms in Australia. They will investigate the journey of Farm products and how they make their way from a farm all the way to our plates. Students will investigate different cultures and how they make use of their environment. Students will cook different meals that are all grown or produced on farms.

CONTENT :

- Participate in cultural and environmental research, applying knowledge construction in multiple formats.
- Demonstrate physical capabilities in safety, cleaning practices, cooking techniques and presentation.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally.
- Analyse how food fibre is produced when designing managed environments and how these can become more sustainable.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Take responsibility of school farm products.
- Entrepreneurial skill and mindset development.
- Introduction to new technologies in the kitchen.

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

- Farm Food Journey;
- Health Promotion and Cultural Differences;
- Ethics on the Farm;
- Sustainable Choices;
- Nutrition is no Yolk;
- Practical Application.

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AREA 2

MASTER OF MEALS Food Technology

Students will plan and create delightful meals that will enhance their abilities to become a Master of Meals. Students will learn from some of the best chefs around the world and get to practice using unique technologies and methods. Students will also ultimately get to create their own master meal from what they have learnt and challenge themselves against their peers.

Students will learn about food preparation, cooking methods, presentation techniques and styling. Students will be able to access all varieties of kitchen technologies and will learn about safety and hygiene in the kitchen which will help them in future Food and Hospitality subjects.

CONTENT:

- Participate in cultural and environmental research, applying knowledge construction in multiple formats.
- Demonstrate physical capabilities in safety, cleaning practices, cooking techniques and presentation.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally.
- Analyse how food fibre is produced when designing managed environments and how these can become more sustainable.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Practical techniques including: roasting, grilling, frying, baking.
- Development of individual and group work.

EVIDENCE OF LEARNING:

Students have the opportunity to demonstrate evidence of their learning in Year 7 Master of Meals through the following assessment types:

- Workflow plans;
- Equipment selection;
- Hygiene in a professional kitchen;
- Master of Meals Cook off;
- Practical Application.

AREA 2

FUNKO CAD Digital Technologies

Students are introduced to the basics of 3D design using TinkerCAD. They will learn how to design 3D objects through the production of their own custom bobble-head or figurine, which will be manufactured using the school's battery of 3D printers. They could make a self-portrait or create a figure of their pet, parent or favourite cartoon or movie character. The 3D design process teaches critical thinking, problem solving, creativity and spatial reasoning. These skills will be key attributes leading to successful projects in later Technology subjects

CONTENT:

- Beginner 3D design
- 3D printing
- Innovative thinking
- Design and making
- Evaluation
- Project management

EVIDENCE OF LEARNING:

- Specialised skills task
- Reflection

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AREA 3

MORE THAN ACTING Drama

What is Drama? It's More than Acting! Students will discover the varied and creative world of Drama as they get the opportunity to sample some of the different elements of this diverse subject. Is your child a 'hands-on' learner? Or more of a 'bookworm'? There's something for everyone! Students will learn about some of the offstage roles that work together to create a production; make their own pretend 'scars' with SFX makeup and have a go at script work and small group performances. So what is Drama? Most of all... it's FUN!

CONTENT:

- Basic stagework
- SFX makeup
- Group collaboration
- Genre
- Script performance
- Offstage role research

EVIDENCE OF LEARNING:

- Participation
- Small Group Performance
- Research Project

AREA 3

PODCASTS & MORE Media Art

Do you love being online, listening to podcasts, watching Netflix? 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 7 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.

EVIDENCE OF LEARNING:

- Participation
- Production of audio content
- Online safety training
- Final audio product

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AREA 4

STOMP! Music

Tenison Woods College's own version of the world-renowned STOMP! This course invites students to create their own music compositions through the sustainable use of everyday objects. Stomp incorporates a unique blend of rhythm, movement and sound with a touch of excitement and creativity. Students learn that even the most ordinary objects (and themselves) can be turned into musical instruments as they work in collaboration with one another to compose ensemble percussion beats and produce their own performance masterpiece.

CONTENT:

- Music appreciation/exploration
- Practical work on everyday objects turned musical instruments
- Performance technique
- Percussion score writing

Students will have the opportunity to demonstrate evidence of their learning in Year 7 Stomp through the following assessment types:

- Folio;
- Group performance presentation.

AREA 4

SCHOOL OF ROCK Music

This course is designed for the music student who seek a 'hands on' approach to learning, in a collaborative environment with peers.

Students are offered the choice of Drums, Guitar, Bass, Keyboards, or Vocals and work through modern music repertoire, with basic theory taught to support their learning.

No previous music experience necessary – just bring a positive attitude and a teamwork mindset and you're ready to rock!

CONTENT:

- Working through modern repertoire in groups on common rock/pop band instruments.
- Basic music theory taught to support learning.
- Music analysis through weekly listening journal.
- Aural dictation – recognising music concepts by ear.

Evidence of learning will be shown through a variety of assessments including regular performances of repertoire in a band setting.

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AREA 4

GO M.A.D. (MAKE A DIFFERENCE) Religious Education

COURSE DESCRIPTION :

Are you familiar with the words of Fr Julian Tenison Woods "Never see a need without doing something about it?" Do you often see needs in our community and wish there was more you could do to help? Do you wish you had more time to help others? Do you want to share your talents through helping others?

The Go M.A.D. unit will give students the opportunity to discover more about helping groups in our community and get actively involved with the important work they are doing. For example, students will become familiar with the work of the local St Vincent de Paul organisation and assist in the Vinnies shop. Students will have opportunities to be mentors to the Junior School STARS, assisting with their social justice projects and events. Through a practical project the class will identify an area of community need, evaluate their group talents, (or skills they would like to develop), and design an enterprise to meet this need.

Students will provide evidence of their learning through the creation of a digital portfolio consisting of peer and self-assessments, personal reflections and photographs.

Students will package, promote and market their enterprise product / service.

Students will use a variety of mediums to promote the work of local and international organisations to the school and wider community.

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SUBJECT SELECTION TIMELINE



Year 7-9 Virtual Curriculum Information Evening



New Mount Gambier and Districts students Subject Selections to be finalised and return forms to Front Office



Current Tenison Woods College students to return Subject Selections to Homegroup teachers



**Webchoice Opens
Year 7, 8 & 9 2021 Subject Selections in Webchoice - current students**



2021 Year 7/8 Subject Finalisation, St Anthony's Catholic Primary School Millicent



Last day for Webchoice submissions



2021 Year 7/8 Subject Finalisation, Mary MacKillop Memorial School Penola



If subjects have not been selected and entered into Webchoice by this date, subject choices may not be guaranteed.
Please contact Head of Middle School, Nick Patzel to discuss your options



2021 Year 7/8 Subject Finalisation, St Thomas of Aquinas Naracoorte

CONTACT:

Nick Patzel, Head of Middle School

patzn@tenison.catholic.edu.au

Scott Dickson, Director of Learning

dicksc@tenison.catholic.edu.au

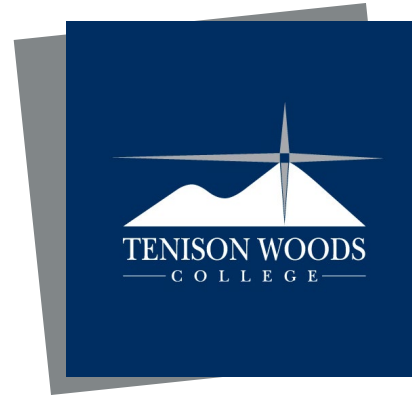
Melissa Robinson,

7-9 Pathways Support Coordinator

robim@tenison.catholic.edu.au

Your Subject or Pastoral Care teacher

For Further Information phone (08) 8725 5455



LET YOUR *light* SHINE

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