



8

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



8 CHOICE

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

SPECIALIST SUBJECTS

One selection from Area 1, 2 and 3.

Five extra choices from Area 1, 2, 3, 4 or 5.

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Year 8 Specialist Subjects Overview



AREA 1

LOOK HUE'S TALKING Visual Art

PICTURE THIS! Visual Art

GAME ON Multi-Media Arts

PUT THE T IN SHIRT Multi-Media Arts

AREA 2

PLASTIC FANTASTIC Design & Technology

CLEVER CARPENTRY Design & Technology

WAR OF THE WORLDS Digital Technology

BATTLE BOTS Digital Technology

FUSION FACTORY Digital Technology

FOOD TRUCKS Food Technology

THE GREAT TWC BAKE-OFF Food Technology

AREA 3

ACTING OUT Drama

BACKSTAGE PASS Drama

SHINE FM Media Art

ANIMATION & FILM PRODUCTION Media Art

In Year 8, our students have the opportunity to pick from a wide variety of specialist subjects. Pick one subject from Area 1, one subject from Area 2, one subject from Area 3 and five additional subjects from either Area 1, 2, 3, 4 or 5.

AREA 4

ADVANCED MUSIC Music

HIT IT! Music

WHAT'S THE SCORE Music

AREA 5

PROPS TO YOU Drama / Design and Technology

ART FOR ANTS Media Arts / Design and Technology

FIT FOR LIFE HPE

2 FAST 2 FURIOUS HPE

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

SURF'S UP Outdoor Education

AVATARS ARE US Music/ Media/ Visual Arts

U-CAN-LELE Music/ Design & Technologies/ Visual Arts

FOOTBALL UNITED English / Media Arts / Wellbeing

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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.

Year 8

The Year 8 Pastoral Care program covers the Child Protection Curriculum, The Life Matters Program and supports students to build their organisational skills, wellbeing through our SHINE+ motto and key capabilities. With teacher guidance, students will explore the following areas:

- | | |
|---|--|
| <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 do for help) | <ul style="list-style-type: none"> • Resiliency skills - strengths, mindfulness, grounding, balanced thinking, value-based goals, restorative skills using the What What How intentional practice tool - responding not reacting. |
| <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>The Life Matters Program</p> <ul style="list-style-type: none"> • Gender stereotypes • Understanding emotions • Mental health • Relationships • Responsibilities • Role models | <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 |
| <p>Wellbeing</p> <ul style="list-style-type: none"> • What is wellbeing? | |



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CORE

FUTURE THINKING

Future Thinking encompasses the Australian Curriculum learning areas of Science and Mathematics. 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.

CONTENT:

Mathematics:

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

Science

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

Students will:

- Demonstrate their understanding of mathematical understanding and processes, science understanding, science as a human endeavour and inquiry 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. Through study of historical societies and modern communities and environments, students develop their self-awareness and recognise their place as global leaders, critical thinkers and effective communicators.

Students will grow and develop the capabilities of moral, compassion and ecological awareness, 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 – Growing Pains

- Changing Nations. The movement from place to place.
- What did you say? Identifying who we are.
- The mission of God and how it matters.

Term 2 – Changes

- The Middle Age crisis. Exploring the Middle Ages.
- Can you sway me? Convincing others.
- What is Truth?

Term 3 – Let's Explore

- New ideas and exploration.
- What's the order? What can you tell me?
- Ordinary People. Extraordinary Actions.

Term 4 – What do we want and is there enough?

- Looking at our land and space.
- Out and about and reporting back.
- Stewards of Creation.

Students have the opportunity to demonstrate evidence of their learning in Year 8 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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HEALTHY LIFESTYLES

The Healthy Lifestyles course is designed for students to learn, develop and shine through an integrated approach. Students will explore learn in, through and about movement. A critical inquiry approach aims to empower students to better their health, wellbeing and resilience as well as recognise the importance of this within their community. Students will be exposed to learning specific movement skills, concepts and principles through games, sports and outdoor recreation activities. Throughout the course students' reflections on their experiences will support the growth of their healthy lifestyle.

As part of the Healthy Lifestyles program, students will be given a choice of which specialist sport they would like to focus on or alternatively they can choose the Healthy Lifestyles core strand which will offer a variety of 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, Net/Wall and Court divided)
- Athletics
- Dance

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

Healthy living, eating

- Health related fitness components
- Nutrition
- Health literacy

Sport Education (SEPEP)

- Group dynamics (team cohesion)
- Various roles and responsibilities
- Video analysis

Personal Development (wellbeing)

- Resilience (What, What, How)
- Performance and positive psychology

Community Engagement

- Cultural diversity
- Overcome barriers and enable inclusivity to contribute to a healthy and active community

EVIDENCE OF LEARNING:

Assessment Type 1: Folio

- Healthy eating and living
- Positive psychology
- 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 8 Italian Beginners, 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 'Andiamo al Mercato' and 'My Future', students explore a range of Italian grammatical concepts that support their ability to interact with the world around them, discuss a variety of topics and express their future plans 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 many opportunities to practice writing and speaking in Italian through a variety of contemporary and integrated learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language. This will include creating sentences and discussing a variety of topics in the target language. As a part of the Year 8 Italian Curriculum, students will also be given the opportunity to select 2 elective topics to complete across the year. These electives will give students the opportunity to practice their language in a particular context that is focussed upon an aspect of Italian culture. These aspects of Italian culture will include meals, theatre, music and history. Please see the year 8 Italian electives page for more information.

CONTENT :

- Plan for the preparation of a meal in Italian including organising with friends, buying the food and transport.
- Use Italian language to inquire and solve puzzles.
- Discuss relevant topics such as school and the world around them.
- Express future aspirations

Students have the opportunity to demonstrate evidence of their learning in Year 8 Italian through the following assessment types.

- Assessment type 1 – Spoken: Role Play or Creating a conversation
- Assessment type 2 – Written: Conversation
- Assessment type 3 – Written: Writing of Audiobook, Podcast or Film
- Assessment type 4 – Spoken: Recording of Audiobook, Podcast or Film.

CORE

LANGUAGES – ITALIAN CONTINUERS

In Year 8 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 'Andiamo al Mercato' and 'My Future,' students explore a range of Italian grammatical concepts that support their ability to interact with the world around them, discuss a variety of topics and express their future plans 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 many opportunities to practice writing and speaking in Italian through a variety of contemporary and integrated learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language. This will include creating sentences and discussing a variety of topics in the target language. As a part of the Year 8 Italian curriculum, students will also be given the opportunity to select two elective topics to complete across the year. These electives will give students the opportunity to practice their language in a particular context that is focussed upon an aspect of Italian culture. These aspects of Italian culture will include meals, theatre, music and history.

CONTENT:

- Plan for the preparation of a meal in Italian including organising with friends, buying the food and transport.
- Use Italian language to inquire and solve puzzles.
- Discuss relevant topics such as school and the world around them.
- Express future aspirations.

Students have the opportunity to demonstrate evidence of their learning in Year 8 Italian through the following assessment types:

- Assessment Type 1 – Spoken: Role Play or Creating a conversation;
- Assessment Type 2 – Written: Conversation;
- Assessment Type 3 – Written: Writing of Audiobook, Podcast or Film;
- Assessment Type 4 – Spoken: Recording of Audiobook, Podcast or Film.

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CORE

LANGUAGES – CHINESE

In Year 8 Chinese, students are introduced to 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 Chinese through a variety of contemporary learning activities throughout the year. Students will be encouraged to take risks through communicating in the target language. This will include creating sentences and discussing a variety of topics in the target language.

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 8 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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AREA 1

LOOK HUE'S TALKING! Visual Art

A long, long time ago, we couldn't just buy our art materials from the shops. Take a trip back in time with us to create your own art materials from scratch. Look at how people have created paints and drawing utensils and explore colour throughout history. Then work with each other to plan and develop resources that you will then use to create a collaborative artwork. Time to get inventive!

CONTENT:

- Snapshot of pigment creation through history, examining the materials, creation processes and pros/cons.
- Use a recipe to create paint using natural pigments.
- Plan and prepare a medium of your choosing and apply it to a class composition.
- Colour matching with different materials.

EVIDENCE OF LEARNING:

- Folio documenting research and analysis of Art history.
- Folio documenting the process of Art material creation.
- Practical application of techniques in a collaborative composition.

AREA 1

PICTURE THIS! Visual Art

Do you want to be the next Leonardo da Vinci, Yayoi Kusama, Andy Warhol or Frida Khalo? Then you have come to the right place! You will refine your observational and perspective drawing skills by learning architectural and vehicle drawing. You'll have the chance to practise with charcoal, pastels and oil pastels to create portraiture; and then take all that you have learnt and apply your new skills to develop your very own original artwork!

CONTENT:

- Perspective drawing
- Architectural and vehicle drawing
- Portraiture (life drawing with colour matching)
- Develop an original artwork

EVIDENCE OF LEARNING:

- Folio of perspective work
- Resolved architectural drawing/life drawing
- Research folio
- Original practical artwork

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AREA 1

GAME ON Multi-Media Arts

This is your mission if you choose to accept it:

Angry Birds developers have approached Tenison Woods College. They have asked students to get their game on and create a new concept design for a game of your choice. The aim of the game is to study app-based games such as Angry Birds, Rayman Legends, Hollow Knight or Mario Brothers and recreate a new level as if they were a game concept artist.

Be the king of the birds and like last year's winner who developed 'Fry me to the Moon' students have the opportunity to define, develop, present and evaluate your true calling as a game designer.

This is also your chance to paint from a new perspective. NEW to this course is the introduction of Virtual Reality, Google Tilt Brush and Kingspray.

CONTENT:

- 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.
- Develop your skills and techniques using the industry's leading software Adobe Illustrator.
- Learn how to paint in Virtual Reality using the tools and techniques.

Students have the opportunity to demonstrate evidence of learning in Year 8 through the following assessments:

- Get Emoji – Application and Techniques;
- Game On – Research Project;
- Graffiti Tag – VR Development and Design.

AREA 1

PUT THE T IN SHIRT Multi-Media Arts

Using either Adobe Illustrator or Photoshop, students are to submit a T-Shirt design to Tee Junction the hottest T-Shirt company around. Through the creation of Steampunk Skeletons and vector art design you will redraw, remix and remake the content of an existing piece. Minimalist or simple type designs will not be accepted. The design will fill an A4 page and potentially be printed on a white T-Shirt.

As well as this, students will be using the art of typography where you can typespire your friends and create a poster celebrating both graphics and the art of typography.

If that is not enough there is still more. This is also your chance to paint with a palette from your imagination. Using Google Tiltbrush you will paint in Virtual Reality use paint brushes that react to your choice of sound or music.

CONTENT:

- Copyright and plagiarism – is that cool?
- Typography history and fundamentals
- Develop your skills and techniques using the industry's leading software Adobe Illustrator and Photoshop.
- Learn how to paint in Virtual Reality using the tools and techniques.

Students have the opportunity to demonstrate evidence of learning in Year 8 through the following assessments:

- Steampunk Skeletons – Application and Techniques;
- Put the T in Shirt – Research Project;
- Motion Graphics – VR Development and Design.

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AREA 2

PLASTIC FANTASTIC Design and Technology

Hands-on. Cutting edge technology. Future thinking. Welcome to Plastic Fantastic! This subject will make use of specialised technology and a range of materials in practical sessions to produce a Bluetooth speaker and a personalised LED light. In a fun and collaborative environment, students of Plastic Fantastic will gain a thorough understanding of the design, construction and evaluation phase, concluding with an exhibition of products.

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 specialised tool use.

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

- OH&S - Onguard Safety (10%)
- Design Process/Brief (10%)
- Skills Task – Bluetooth Speaker (20%)
- Skills Task – Phone Holder (35%)
- Reflection Folio – (25%)

AREA 2

CLEVER CARPENTRY Design and Technology

Have you ever wondered how to build something without using nails, screws or glue? Find out how by enrolling yourself into the new woodworking course Clever Carpentry! During this course, students will rediscover ancient woodworking techniques and joinery systems that could stand the test of time. Students will design and manufacture a project using wood and acrylic, gaining a knowledge and understanding of how to use essential 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:

- Design and manufacture a project using wood and acrylic.
- Using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3D modelling and experiencing to generate innovative design ideas.
- Working to design brief.
- Incorporating ancient, traditional and contemporary woodworking practises.

Students will complete a range of summative and formative assessments aligned to the Design & Technology Curriculum:

- Assessment 1 – Onguard Online Safety Training (Mandatory NGP);
- Assessment 2 – Preliminary sketches to scale, laser-etch design, measurements, and cut list (10%);
- Assessment 3 – CAD Design, 3D Print footings and laser-etch blocks for planter box (20%);
- Assessment 4 – Design Folio and Research Question on Miyadaiku Carpentry (35%);
- Assessment 5 – Major Product Miyadaiku Timber Planter Box (35%).

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AREA 2

WAR OF THE WORLDS Digital Technology

A War of the Worlds course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies. This involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution.

Through the study of Digital Technologies, students present, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving.

CONTENT:

War of the Worlds would be composed of following topics:

- Computer Network and Performance;
- Develop a basic understanding of the terms speed, bandwidth, throughput and latency to enable students to discuss network performance;

Project: Mobile Communication using BBC MicroBit.

- Computers in terms of binary and data.
- All computer data including text, images and sound is represented using binary. Work between ASCII and Unicode to understand the relationship between them. Encode images using binary. Explore converting between text and sound and the file formats used to store files.

Project: Students to create an interactive website for a user that requires a dataset feed in and visualise using an application i.e. MS Power BI and Excel.

- Programming Embedded Systems
- Students to write Algorithms diagrammatically and interpret them using programming pseudocode.
- Students then program embedded systems i.e. Raspberry Pies and/or DF Robot using a text based general purpose programming language i.e. Python, Java or Processing.

Major Project: Students to program a solution using Kitronicks inventor kit.

EVIDENCE OF LEARNING:

1. Programming and Project Portfolio
2. National Challenges by Australian Computer Academy
3. Folio

AREA 2

BATTLE BOTS Digital Technology

In Year 8, the Robotics course is highly interactive and will engage students with a hands-on way to learn coding and robotics to integrate problem solving and engineering into the development of Wrestle Bots.

Students will plan and develop their bots by building and modifying their bot's abilities. They will have access to use the laser cutter and the 3D printer for their designs. Their bot will then be pitted against their peers in a wrestle tournament. As the tournament progresses students will be able to make modifications and adjustments to their designs, creating the ultimate wrestle bot.

Students will need to use critical thinking, and problem solving and develop their understanding of engineering concepts. They will work together and form teams to reflect and plan.

Students will be able to work at their ability level throughout the unit, pacing their learning to their individual understandings.

CONTENT:

- Beginners engineering
- 3D printing and laser cutting
- Innovative thinking
- Design and making
- Evaluation
- Project management

EVIDENCE OF LEARNING:

- Visual Portfolio
- Peer Evaluations
- Reflection

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AREA 2

FUSION FACTORY Digital Technology

Students will continue to develop their 3D design skills, graduating from TinkerCAD to the more advanced Fusion 360. Using this software, students will design and produce an object of their choice that incorporates 3D printed and/or laser cut components. A simple example of this could include a display case with laser cut sides and 3D printed hinges for their figure from FunkoCAD. Alternatives include any object that can be printed as a single piece that allows motion, such as an iris box, puzzle-box, articulated action-figure or even tools like adjustable spanners.

This subject will continue to develop students 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

AREA 2

FOOD TRUCKS Food Technology

Students will look at Food Trucks in Australia and the foods that they offer. Students will discover the types of foods that these Food Trucks provide and have the opportunity to cook and create extremely unique and flavoursome foods. Students will investigate the trending presentation of these foods and how they differ from city to city and have the chance to perfect it themselves. Ultimately students will create a project based on a Food Truck meal that will be for sale to potential consumers. This will consider all resources that a Food Truck possesses.

Students will gather a knowledge of what cultural foods came into Australia at different points in our History and how they have impacted our society. Students will have opportunities to try different cultural foods and study how they are produced, prepared, cooked and presented.

CONTENT:

- Demonstrate ability to follow safety expectations.
- Demonstrate physical capabilities in safety, cleaning practices, cooking techniques and presentation.
- Select correct technology for preparation, cooking and presentation.
- Working to design unique cultural foods.
- Development in practical work.
- Research in food truck industry.

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

- Action Plan;
- Cultural Choices;
- Hygiene Standards in the Workplace;
- Investigation;
- Food Truck Stall;
- Practical Application.

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AREA 2

THE GREAT TWC BAKE-OFF Food Technology

The Great TWC Bake Off course is delicious, indulgent and rich in flavour. Students will learn about the extraordinary world of baking. They will perfect fancy decorating, the science behind their favourite breads and pastries, and creative and innovative ways to bake. The highly anticipated 'bake-off' amongst their peers will conclude the course and combine all of the skills learnt throughout the semester.

Students are enticed with a hands-on way to learn basic ingredients and their functions involved in baking, and additionally, how to effectively achieve fundamental baking recipes.

Students will also learn that The Great TWC Bake Off goes beyond baking cakes. They too will learn healthy cake alternatives and how to execute creative meals and desserts.

CONTENT

- Apply professional safety to practical activities.
- Evaluate safety standards and emulate them in practical lessons.
- Reflect on impact of cultural, environmental and sustainable impact on food and hospitality.
- Develop organisational skills to demonstrate understanding of subjects' topics.
- Work individually and collaboratively to demonstrate hygienic practices.
- Gain a sufficient knowledge and understanding of baking goods and techniques.

Students have the opportunity to demonstrate evidence of their learning in Year 8 The Great TWC Bake Off through the following assessment types:

Assessment Type 1: Practical Application

Assessment Type 2: Food Review

Assessment Type 3: Action Plan, Workflow Plan & Evaluation

Assessment Type 4: Folio

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AREA 3

ACTING OUT Drama

Has your child always wanted to be the class clown? In this course, students will learn about the development of comedy from medieval street clowns to silent movies and through to modern day comedians such as Jim Carrey and Rowan Atkinson (Mr Bean). Understanding the genres of realism and melodrama will help students to develop consistent characters when they plan, structure and rehearse drama. This will culminate students devising scripted drama, maintaining commitment to role.

CONTENT:

- The genre of Realism
- The elements of Melodrama
- Clowning as an art form over time; including in silent movies and the incorporation of Mime.

EVIDENCE OF LEARNING:

- Participation
- Investigation
- Practical

AREA 3

BACKSTAGE PASS Drama

There is so much more to Drama than role plays and being on stage. Ever wanted to see what happens behind the curtain? Backstage Pass looks intensively at some of the other popular areas that Drama students can specialise in.

In this course, students will refine their SFX makeup capabilities, as well as learning sound and lighting design, and exploring either costume or set design. They will develop their presentation skills, and create designs that are consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions. Students will plan, structure and rehearse ways to communicate and refine dramatic meaning for theatrical effect. Using this understanding, students analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

CONTENT:

- SFX makeup (age, wound, fantasy)
- Sound and lighting
- Costume or set design

Students will demonstrate their learning through:

- Participation;
- Practical tasks;
- Investigation/Design pitches.

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AREA 3

SHINE FM Media Art

ShineFM is the College's own radio show and provides the opportunity for students to take the mic, break the news and meet the most amazing people. Shine FM will be launched in 2021 as a fortnightly podcast that will be broadcast within the College and available on Soundcloud. This course provides the opportunity for students to take the lead and control the content for the College's own fortnightly news show that captures everything that is unique about the College while providing an authentic student voice. With the latest music, films, competitions and even live performances and the opportunity to host live radio shows and events, ShineFM is your only choice!

Students produce radio content and points of view in media artworks for particular audiences and contexts. Assessment is varied and comprises the creation of a digital portfolio.

AREA 3

ANIMATION & FILM PRODUCTION Media Art

Students will be the developers of their own film products and animations. Animation and Film Production in Year 8 allows students to explore the skills and techniques specific to animation and film making. The course is developed so that minimal experience in animation and film making is necessary. Students will lead their own learning journey, exploring different forms of animation.

The unit develops the students' understanding of character and story and encourages them to undertake activities that will develop their abilities to plan, structure and design media artworks that engage audiences. They will undertake critical and creative work, including writing, storyboarding, film making, sound design and editing. Students will examine stop motion style films and create several short film projects of their own, individually or in groups.

Animation and Film Making will enrich students learning, exciting their imagination and enabling them to utilise the skills learnt across other subject areas.

CONTENT:

- Examine viewpoints
- Learn story principles - structure, intent, characters, settings, points of view and genre conventions.
- Technical elements - including composition, space, time, movement, sound and lighting, work together to create meaning in different contexts and forms for different purposes.
- Project Management – timelines, scene selection, collaboration and communication skills.
- Creating Skills and Techniques:
 - Pre-production - storyboarding, sketching planning and research;
 - Production - capturing recording directing;
 - Postproduction - mixing, editing, assembling, layout and distribution;

Students are expected to maintain a production folder.

They produce formative assessment pieces on specific skill sets, with their summative piece being their major work and final stop motion film.

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AREA 4

ADVANCED MUSIC Music

This course is designed to extend the music student who has a previously established foundation in music education and experience, or for students who have a strong interest in music. It will build upon, and develop, the Year 8 music student that intends to further their musical education through to Senior School.

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. Students must be currently learning (or willing to begin learning) a musical instrument and wish to pursue their interest in music.

CONTENT:

Students learn about music in a large variety of ways, such as:

- Composing an original piece;
- Analysing music of their choice on a weekly basis to a deeper understanding;
- Through the study of applicable theoretical concepts;
- Begin using industry standard notation software – Sibelius;
- Develop the 'musical ear' through aural dictation exercises.

Learning will be shown via the following ways:

- A completed original composition, complete with a 'notated score';
- Weekly 'listening journal';
- Regular aural dictation exercises;
- An introductory task in Sibelius Music Software.

AREA 4

HIT IT ! Music

Surround yourself with exhilarating music styles such as fast paced Latin-American right through to 'Who Let The Dogs Out'. A chance to try something new with some exhilarating rhythms! Students will learn to play a selection of tuned and untuned percussion, including timpani, bass drum, xylophone, glockenspiel, drumkit and a selection of auxiliary instruments. This practical subject will teach basic theory concepts and apply them on some fantastic instruments. A great chance to work with others in an inclusive and creative learning environment.

CONTENT:

- Learn skills and techniques on all things percussion - untuned and tuned.
- Refine your understanding of rhythm and notation.
- Consolidate your understanding of the connection between sound and notation.
- Become confident at performing on a variety of percussion instruments.
- Learn how to set up all of the instruments – from tuning, to selecting the right sticks for the occasion.

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

- Group composition with inaugural performance launch;
- Performance.

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AREA 4

WHAT'S THE SCORE? Music

Passionate about music but may not have had a lot of experience? This is the course for you. 'What's the Score?' allows students to explore a different aspect of the music. This is a technology-based course that does not contain any music performance; however, students who play an instrument are still welcome to enrol. This music course focuses on the use of DAW software to create and manipulate sounds to produce a soundtrack that will engage an audience. Supporting students in developing skills that are used in the music industry, this course will prepare individuals for further study within music media.

CONTENT:

- Audio manipulation
- Using music technology software
- Digital composition
- Exploration

Students will have the opportunity to demonstrate evidence of their learning in Year 8 What's the Score through the following assessment types:

- Research study/exploration;
- Media presentation.

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AREA 5

PROPS TO YOU Drama / Design & Technology

Has your child always wanted to make their own version of Thor's hammer (Mjolnir), or Hermione's wand? This is the course for them! This exciting cross-curricular subject combines the expertise of Drama with Design and Technology to allow students the chance to conceptualise, design, create and use their very own prop. They will work from a nominated text to decide on which prop to make and do some script work to justify their design decisions. They will learn about the relevant OHS regulations, and work in the Design and Technology workshop to make it for themselves! The course will culminate in the students presenting their realised designs to the class under theatre lights.

CONTENT:

- Scriptwork and discussion
- Choosing a prop
- Safety in the theatre
- Prop design to scale
- Onguard Online Safety training, OHS briefing
- Prop construction
- Presentation of designs and final product

EVIDENCE OF LEARNING:

- Participation
- To-scale prop design
- Onguard Online Safety training
- Final product
- Presentation

AREA 5

ART FOR ANTS Media Arts / Design & Technology

Have you ever looked at an artwork and thought 'this is too big for ants'? Then this is the perfect subject for you! Collaborate with your peers to create an art exhibition on a miniature scale. You will explore art in context, develop your technical skills and create works to exhibit. But wait! No exhibition is complete unless the works are framed and lit up. You will also work with our Design and Technology team to build the finishing touches that will create the perfect gallery for an ant.

CONTENT :

- Investigate the Tiny Art movement, exploring and analysing the work.
- Conceptualise and create a tiny painting, a drawing and a sculpture.
- Work with the Design and Technology team to prepare frames/stands/lighting to support the Tiny Art exhibition

Students will be assessed on their folio, documenting their research and analysis of practitioner's work. Their conceptualisation and final art works in exhibition will form the secondary part of the assessment.

- Folio of research and analysis
- Conceptualisation and practical application in refined pieces of artwork
- Installation of the exhibition of art works around the school

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AREA 5

FIT FOR LIFE (GIRL'S ONLY) HPE

The Year 8 Health and Physical Education (HPE) elective 'Fit for Life' curriculum is constructed to value, develop and maintain positive physical activity behaviours for life. This semester based course delivers physical, psychological, social and cognitive health and wellbeing benefits for females through a variety of experiences including off campus Yoga, Pilates, Les mills classes (RPM, body pump, etc.) and group fitness activities. This elective has an integrated approach with Nutrition and Wellbeing through the lens of an adolescent female delivered by specialised female staff and guest speakers.

The course aims to promote positive Body Image and Lifelong learning. The integrated course content also develops understandings of a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. Students participate in the broad suite of recreational activities, rhythmic and expressive movement activities and personal fitness experiences to develop positive lifelong attitudes and values that enables a healthy lifestyle.

Students will use a mixture of Barrie Holmes Stadium, general classrooms and local fitness establishments.

CONTENT:

Term 1

Health benefits of physical activity (HBPA)

- Active Lifestyles
- Personal fitness
- Personal development through Fitness conditioning

Term 2

Health benefits of physical activity (HBPA)

- Active Lifestyles

EVIDENCE OF LEARNING:

Formative:

- Reflective Journal
- Nutrition and Diet - Analysis and Diet plan for future.

Summative:

- Fitness Ambassadors – Students provided opportunity to create a Leadership programme from successful role modelling.
- Sport Education – Opportunities include coach, team managers, Fitness coordinators, referees.
- Tune it up! – Participation into girls' ever-changing interests and trends.
- Volunteering or leadership hours.

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AREA 5

2 FAST 2 FURIOUS HPE

The Year 8 Health and Physical Education (HPE) elective '2 Fast 2 Furious' curriculum is constructed to value, develop and maintain positive physical activity behaviours for life. This semester based course delivers physical, psychological, social and cognitive health and wellbeing benefits for all students through a variety of modified and non-traditional activities. The course aims to provide opportunities to develop a range of specialised knowledge, understanding and skills in relation to their personal health, safety, wellbeing, and movement proficiency and confidence. The integrated course content also develops understandings of diet and nutrition, goal setting and physiology units (Energy systems). Students participate in the broad suite of activities and movement experiences to develop positive lifelong attitudes and values that enables a healthy lifestyle.

CONTENT:

Term 1

Games and sports (GS)

- Baseball 5
- AFL X
- Spikeball
- Racquetball
- 20/20 Cricket

Term 2

Games and Sports (GS)

- Euro Handball
- Futsal
- Speedminton
- Fast 5 Netball
- 3 on 3 Basketball

Formative:

- Reflective journal - Students reflect / review their participation, attitudes, emotions and experiences;
- Goal setting.

Summative:

- Sport Education;
- Nutrition and Diet - Analysis and Diet plan;
- Game Play Analysis + Reflection'.

AREA 5

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 and 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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AREA 5

SURF'S UP Outdoor Education

The Year 8 Health and Physical Education (HPE) elective 'Surfs up!' curriculum is constructed to value, develop and maintain positive physical activity behaviours for life. This semester based course delivers physical, psychological, social and cognitive health and wellbeing benefits for students. Students participate in the broad suite of experiences to develop positive lifelong attitudes and values that enables a healthy lifestyle. This course is aimed at students who have an interest in developing skills in outdoor pursuits and recreation. It has a three day Surf Camp / expedition component. Students should approach the course with a genuine interest in minimal impact camping, aquatic skill development, group work and leadership.

A mixture of classroom, Barrie Holmes Stadium and regional locations to support students growth with water based learning.

CONTENT:

Practical Skills and Application.

Students will study the following practical units:

- Aquatics skills – Mount Gambier Aquatic Centre;
- Pre-camp surfing skills - beach and school based recreational and fitness related activities;
- 3 day – 2 night Surf Camp expedition;
- Camp preparation and group dynamics activities.

Theory component

Students will study the following topics related to physical health and wellbeing:

- Minimal impact camping techniques and risk management;
- First Aid;
- Sustainability and the environment;
- Nutrition and Hydration for physical activity.

Formative:

- Reflective Journal - Students reflect / review their participation, attitudes, emotions and experiences;
- Camp cooking group workshop;
- Camp craft principles presentation;
- Minimal Impact camping techniques presentation;
- Navigation.

Summative:

- Practical Skills and Application;
- First Aid practical;
- Nutrition and Hydration assignment;
- Investigation - Sustainability and the environment;
- Expedition report.

AREA 5

AVATARS ARE US Music / Media / Visual Arts

A super subject working across three engaging areas, students will create a script, avatar and backing music. Their avatar will speak, move and dance along to your original composition.

CONTENT:

- Work in Media Studies to learn about avatars, marketing, script writing.
- Work in Visual Arts to create their own avatar and bring the script to life.
- Work in Music to create the soundtrack to go along with their avatar.
- Go back to Media Studies to market their avatar.

EVIDENCE OF LEARNING

- Script
- Music loop based composition
- Avatar design and creation

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AREA 5

U-CAN-LELE Music / Design & Technologies / Visual Arts

A super subject that intergrates learning across three subject areas with an awesome outcome – your own personalised ukulele! With specialised teachers in woodwork, visual arts and music, this is a practical, hands-on subject where students will build a ukulele. They will then create an original design and decorate their instrument before working with a music teacher to learn how to play it.

CONTENT:

Term 1

- Using specialised woodwork equipment, students will learn about the structure of ukuleles, and how they were made.
- They will create and assemble their own ukulele and learn to attach the neck, fingerboard and bridge.

Term 2

- Using POSCA paint texas, students will create their own unique design before applying it to their handmade instrument.
- Once the design is complete, students will clearcoat their instrument for its longevity before working with a music specialist to apply strings, tune the instrument and learn to play it.

EVIDENCE OF LEARNING:

- Their completed instrument
- Folio of their learning and designs
- Performance

AREA 5

FOOTBALL UNITED English / Media Arts / Wellbeing

UNSW Football United is a super subject that has a strong focus on individual student growth and development across life skills including resilience, social and emotional intelligence, pro-social behaviour, coping and more. Students develop an appreciation for school, optimism, and a sense of belonging, which feeds into better school and community engagement, further education opportunities and employment during and after high school. The focus of the program is on the development of literacy and numeracy skills using football (soccer) as the vehicle. Students entering the program will be supported by the Monitoring and Evaluation team at the University of NSW that measures outcomes across every Creating Chances program using qualitative and quantitative evaluation processes to measure social and individual changes among program participants including: Resilience; Pro-social behaviour; Peer problems; Social Self-Efficacy; Attitudes toward school and Level of optimism. Sessions are designed according to the process of experiential learning, using a unique combination of workshop and field-based activities.

Each session is interactive and includes a variety of innovative teaching techniques to keep participants fully engaged including:

- Sports activities;
- Role play;
- Facilitated group discussions;
- Story boarding;
- Photography;
- Cross media production.

EVIDENCE OF LEARNING:

- Participation
- Digital Portfolio
- Coach Education Training
- Presentation

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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:

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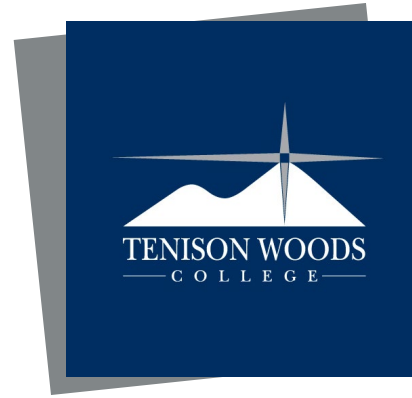
Melissa Robinson,

7-9 Pathways Support Coordinator

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Your Subject or Pastoral Care teacher

For Further Information phone (08) 8725 5455



LET YOUR *light* SHINE

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