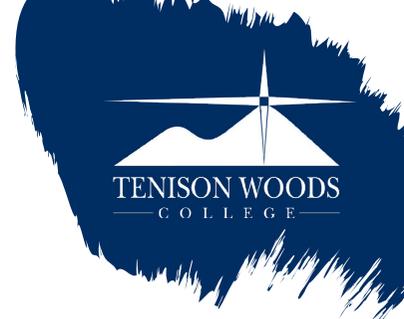


9

CURRICULUM
HANDBOOK
2021

Principal's Welcome

9 CURRICULUM HANDBOOK 2021



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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

9 SHINE

• Physical Education or HPSP • Health

SPECIALIST SUBJECTS

Please pick any four subjects from any area

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Year 9 Specialist Subjects Overview



In Year 9, our students have the opportunity to pick from a wide variety of specialist subjects. Please pick any 4 subjects from any area.

AREA 1

PROJECT MURAL Visual Art

TOGETHER IN ART Visual Art

DIGIPAIN Multi-Media Arts

E-MOTION Multi-Media Arts

AREA 2

PRECIOUS PLASTIC D & T

CARPENTRY ACADEMY D & T

KNIFE FORGERY D & T

BBQ BOSS Food Technologies

BON APPETITE
IT'S TIME TO EAT Food Technologies

INSTAWORTHY Food Technologies

PROJECT RUNWAY Child Studies

ROBOT WARS Digital Technologies

HACK YOUR APP Digital Technologies

MANUFACTURED DESIGN
Digital Technologies

AREA 3

LIGHTS! CAMERA! ACTION! Drama

PAGE TO STAGE Drama

SHINE FM Media Arts

ANIMATION & FILM PRODUCTION
Media Arts

SPORTS JOURNALISM

WIDE WORLD OF SPORTS Media Arts

AREA 4

THE SONG, THE STAGE,
THE STUDIO Music

MUSIC SNAPSHOT Music

AREA 5

HPSP

CHOOSE FROM: AFL, NETBALL, BASKETBALL,
CRICKET, SOCCER, HOCKEY OR
HIGH PERFORMING ATHLETES

LANGUAGES - CHINESE OR ITALIAN

CHICKEN RUN Design & Technology / STEM

FOOTBALL UNITED English / Media Arts / Wellbeing

ACADEMY OF HOSPITALITY VET

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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 9

The Year 9 Pastoral Care program covers themes that have specific relevance to students as they move from Middle School towards the Senior School. The program is structured to allow students to develop a sense of community through the learning of gratitude, resilience, perseverance and selflessness. With teacher guidance, students will explore the following areas:

Wellbeing

- Who am I?
- Resiliency skills – strengths, mindfulness, grounding, balanced thinking, value-based goals, restorative skills using the What What How intentional practice tool - responding not reacting.
- Social Butterfly – Online Safety, Social Media Education
- Positive Psychology

Child Protection Curriculum

- 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)

Getting Organised

- Getting to know you
- Problem solving
- Time management and goal setting.

Key Capabilities

- Social awareness
- Collaborative
- Socially adept
- Intercultural
- Global minded
- Careful user & creator of ICT
- Moral
- Compassionate Leadership
- Servant Leadership

Participation in Focus Days

- 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 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.

Students 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

- Environmental challenges – what are they?
- Identity: examining our place in the world
- Who am I and why I matter

Term 2

- Did the Industrial Revolution make the world a better place?
- Conflict and the struggle for power
- What's our Christian story?

Term 3

- Why did the world go to war in 1914?
- Conflict and the struggle for power
- God's love always heals

Term 4

- How do we walk in solidarity with others?
- The challenge of change
- Connected through grace

EVIDENCE OF LEARNING:

Students have the opportunity to demonstrate evidence of their learning in Year 9 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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YEAR 9

9SHINE PROGRAM

9SHINE is a year-long learning experience and a unique educational adventure that teaches valuable life skills in gratitude, resilience, perseverance, and selflessness. SHINE is viewed as a step or rite of passage to a rewarding adult life. Through SHINE, Tenison Woods College students will develop personal qualities beyond those possible in a traditional schooling environment whilst developing their overarching sense of community.

SHINE combines Pastoral Care, Health and Physical Education and Outdoor Education learning areas as well as offering many other cross-curricular learning opportunities. The SHINE curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in modern society. As our students will be moving through different developmental stages in their adolescent journey, an important focus is fostering the individual development and identifying growth points for each learner. Faith and wellbeing dimensions will be covered within the learning areas and will support the direction of the Australian Curriculum, Child Protection Curriculum and student needs.

9SHINE program will conclude with a 6 day/5-night outdoor experience at 'Kangarooobie' on the doorstep of the Twelve Apostles. The camp will achieve its goals through the principle of experiential learning. Students will participate in a wide range of outdoor activities such as kayaking, surfing and mountain biking. Throughout this experience students will be pushed to challenge themselves with individual and group focuses that have been identified throughout the year. Students will be required to apply their year-long learning to set themselves up for a dynamic experience. It is important to recognise that students will be pushed to step out of their comfort zone, however with this, supporting staff and peers will provide guidance in achieving personal milestones.

An important aspect to the success of 9SHINE is the relationship between parents/carers, students and staff. Parents/carers will be supported throughout the year to understand the learning and challenges that are occurring with their children. At the completion of the 'Kangarooobie' experience, parents/carers and students will be celebrating the completion of their Middle School journey with an engaging night-time experience that focuses on spiritual, wellbeing and personal development. This will provide families the sense of closure from 9SHINE and a new beginning within the Senior School.



CONTENT:

TERM 1: Gratitude

- 'Going Green': Environmental Restoration
- 'Moral Compass': Navigation
- 'That's a Paddlin': Kayaking
- 'Founder Games': Athletics
- 'Strike Zone': Striking & Fielding
- 'One In a Melon': Food & Nutrition
- 'Who Am I?': Understanding Self
- 'Nuts About You': Relationships

TERM 2: Resilience

- 'Triple Zero': First Aid Wilderness
- 'SOS: Search & Rescue
- 'All Aussie Adventures': Challenge & Adventure
- 'Intents': Shelter Building
- 'Weight for it': Health Benefits of Physical Activity
- 'Social Butterfly': Online Safety
- 'Just Do It': Lifelong Physical Activities
- 'Got Your Back': Empathy

TERM 3: Perseverance

- 'Open the GAITS': GAITS- Collaboration/ Communication
- 'Moral Compass': Orienteering/ Rogaining
- 'Bush Tucker': Food & Nutrition
- 'Space Invaders': Games & Sports
- 'Safe Partying': Alcohol & Other Drugs
- 'No Brainer': Positive Psychology

TERM 4: Selflessness

- 'Stoked': Camp Craft
- 'Bush Tucker': O/E Food & Nutrition
- 'Intents': O/E Shelter Building
- 'Multi-Cultural Games'
- 'All Aussie Adventures': Challenge & Adventure Activities
- 'Mind Full': Mindful
- 'Servant Leadership': Community

EVIDENCE OF LEARNING:

TERM 1 Assessments:

- Environmental Restoration Video (Gratitude – Dis Moment): GGG Video;
- Founder Games Practical Grade.

TERM 2 Assessments:

- Search & Rescue Task;
- Lifelong Physical Activities: Training Program.

TERM 3 Assessments:

- Bush Tucker Task;
- GAIT Practical Task.

TERM 4 Assessments:

- Camp Folio;
- Multi-Cultural Games.

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AREA 1

PROJECT MURAL Visual Art

Your mission if you choose to accept it:

1. Meet your team;
2. Plan a mural painting;
3. Make awesome art;
4. Let the world see your talent.

From acrylic to spray paint, you will create an image that will brighten our world. Remember: be bold, have fun; you are the artist. Good luck!

CONTENT:

- Graffiti vs Public Art: what is the history and why does it matter?
- Planning and executing a mural for a designated space.
- Developing skills using acrylic paint, spray paint and markers.
- Possible collaboration with an Artist in Residence (to be confirmed for each semester this course runs).

EVIDENCE OF LEARNING:

- Research and analysis of Graffiti vs Public Art.
- Collaboration during the planning and painting stages of the mural.
- Practical application of skills.

AREA 1

TOGETHER IN ART Visual Art

The Together in Art movement sparked a global connection and artists around the world began to share their work more than ever. Through this course, you will explore art from around the world and create 2-Dimensional and 3-Dimensional works of art inspired by these artists. Develop your practical skills across a range of mediums and explore how art is used to connect people. Share your work with our wider community to inspire the next generation of artists.

CONTENT:

All areas below include theoretical understanding as well as practical application:

- Art in Australia/Oceania;
- Art in Asia;
- Art in Europe;
- Art in Africa;
- Art in the Americas.

EVIDENCE OF LEARNING:

- Exploration of art around the world.
- Practical application of acquired techniques in Artist Trading Cards.

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AREA 1

E-MOTION Multi-Media Arts

Put the E-motion in vector and photographic images. Create motion graphics and visual effects for film, TV, video, & the web. Students choose a topic close to their heart and express it through graphics and animation. Allow the motion to tell the story and express emotion through colour, typography, imagery and sound.

Learn the skills and techniques used by digital artist to make still artworks come alive. Using Augmented Reality and print final artwork embedded with code which will wake up, change colours, move and react to music when you point your phone or tablet with the app installed.

CONTENT:

- See the connection between Illustrator and Photoshop and the possibility for transfer of design principles.
- Develop your skills and techniques using the industry's leading software Adobe Illustrator, Photoshop and AfterEffects.

Students have the opportunity to demonstrate evidence of learning in Year 9 through the following assessments:

- Geometric Design - Photoshop and Illustrator Technical Development;
- Motion in Adobe AfterEffects - Application and Techniques;
- E-Motion – Research Project – Augmented Reality.

AREA 1

DIGI PAINT Multi-Media Arts

Create a background to suit your favourite anime or cartoon. Follow the style of Studio Ghibli the production company who were responsible for the anime 'Spirited Away' and 'My Neighbour Totoro'. Learn the freehand techniques using specialised watercolour brushes, shape design and the secrets to compelling digital painting.

Transfer this knowledge into Virtual Reality by creating a cell from a selected anime or using skills in AdobeEffects to animate a scene in Augmented Reality.

CONTENT:

- Develop your skills and techniques using the industry's leading software Adobe Illustrator and Photoshop.
- Use colour blocking, acrylic and watercolour brushes and layering in Photoshop.
- Create composition value, colour theory, observation, texture and lighting.
- Development of individual practical work.
- Learn how to paint in Virtual Reality using the tools and techniques.

Students have the opportunity to demonstrate evidence of learning in Year 9 through the following assessments:

- Shape Design and Digital Painting Application and Techniques;
- DigiPaint – Research Project – Augmented Reality or VR.

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AREA 2

PRECIOUS PLASTIC Design & Technology

Do you enjoy practical hands on subjects, want to make a difference in the world and build a business empire at the same time? Welcome to Precious Plastic; a subject utilising plastic as a resource to create beautiful new things. The course will integrate scientific concepts, issues in society and multiply Design and Technology dimensions. Students will investigate plastic waste within their community, reviewing recycling options before student groups begin designing product options. Working with sustainable design principles, students produce a business case and a unique product from recycled plastic material. This product, as well as others produced in the class will be marketed locally.

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 advanced tool use.

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

- OH&S - OnGuard Safety
- Material Investigation
- Business/Opportunity Analysis
- Skills Task – Bespoke Plastic Product
- Group Presentation
- Product/Business Review

AREA 2

CARPENTRY ACADEMY Design & Technology

Welcome to Carpentry Academy where students will blend ancient woodworking techniques with modern furniture design. Once a project design is approved students use traditional methods to manipulate timber including Miyadaiku joinery methods, modern woodworking joints, general and complex woodworking techniques. They will undertake a skills task prior to commencing work on the major project. The students are also given the opportunity to integrate technologies such as CAD (Computer Aided Design) and 3D printing, prototyping and laser etching technology.

CONTENT:

- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3D modelling and experiencing to generate innovative design ideas.
- Undertaking functional, structural and aesthetic analyses of benefits and constraints of design ideas, for example to different communities and environments including those from the countries of Asia.
- 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;

Assessment 3 – CAD Design, 3D print footings and laser-etch blocks for side table;

Assessment 4 – Design Folio and Research Question on Miyadaiku and Kanawa tsugi carpentry;

Assessment 5 – Major Product-Kanawa tsugi Timber Side Table.

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AREA 2

KNIFE FORGERY D&T

Are you interested in designing and creating your very own cheese knife with basic hand tools and machinery? If you answered yes, then you should consider enrolling into Year 9 Knife Forgery. During this course, students will learn the process of hand forging a piece of high carbon mild steel, filing and shaping timber or recycled plastic, heat treating metal to optimal hardness, using laser and CAD technology, while adhering to a high standard of OH&S.

CONTENT:

- Design and manufacture a cheese knife from start to finish.
- Filing, shaping and manipulating wood, metal and plastic.
- Opportunities to use technologies such as CAD (Computer Aided Design) and laser etching technology.
- Become competent with knifemaking processes and procedures.

EVIDENCE OF LEARNING:

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

- Assessment 1: OnGuard: OH&S Online Training - Mandatory NGP;
 Assessment 2: Skills Task 1 - Cheese knife and sheath design including preliminary drawing and measurements;
 Assessment 3: Skills Task 2 - CAD (Fusion360) digital drawing & 3D print of cheese knife design and sheath (incl. Evaluation);
 Assessment 4: Design Folio, Research Question and Evaluation;
 Assessment 5: Major Product (Cheese Knife).

AREA 2

BBQ BOSS Food Technologies

Students will explore a collection of succulent meats from around the world. Students will take part in some of the best cooking methods known to mankind, including grilling, smoking, roasting, broiling and pan-frying. Students will ultimately complete a cook off against their peers, endeavouring to sell their meat to anticipating consumers. Unique and brand-new cooking technology will be available for students to be used for cooking their meats.

Units covered consist of (but are not limited to); meat investigation, barbeque study and research, smoker and grill science, meat preparation, hygiene & safety procedures, cooking terminology and food presentation.

CONTENT:

- Apply professional safety to practical activities.
- Develop organisational skills to demonstrate understanding of topics.
- Work individually and collaboratively to demonstrate hygienic cleaning practices.
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.
- Investigate and make the judgements on the ethical and sustainable production and marketing of food and fibre.
- Practical techniques including: Smoking, grilling, roasting, broiling.
- Priming, storing, preparing, presenting meats.

Students have the opportunity to demonstrate evidence of their learning in Year 9 BBQ Boss through the following assessment types:

- The types of meats;
- Cooking for taste or waste?;
- Ethical eating;
- Presentation places;
- Practical application.

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AREA 2

BON APPETITE – IT'S TIME TO EAT Food Technologies

Ever wanted to know the secret to making authentic Italian pizzas, or indulge in the rich flavours of Greek desserts? Students discover a world of flavour as they cook signature meals from a range of different cultures. At Tenison Woods, we celebrate diversity and the richness it brings to our community. Students will make meaningful connections between food and culture as they learn about the culinary traditions and practice a variety of cooking methods and techniques.

Bon Appetite enables and encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study in Food Technology subjects in Year 10 as well as possible pathways into the food and hospitality industry.

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 cultural ingredients and cooking methods and techniques.
- Students will make meaningful connections between food and culture as they learn about the culinary traditions and practice a variety of cooking methods and techniques.

Students have the opportunity to demonstrate evidence of their learning in Year 9 Bon Appetite through the following assessment types:

Assessment Type 1: Practical Application;

Assessment Type 2: Travel Food Blog;

Assessment Type 3: Action Plan, Workflow Plan & Evaluation.

AREA 2

INSTAWORTHY Food Technologies

Instaworthy is perfectly plated food for the perfectly composed picture. Imagine delicious looking chocolate bars, donuts with the most scrumptious of toppings, colourful acai bowls and mouth-watering meals made to create the perfect shot. Eat with your eyes, capture it and hashtag it.

Students will learn about the unimaginable Instaworthy food world, indulge in perfect plating, extravagant decorating and create delicious recipes, to tempt both the savoury and sweet tastebuds.

Students will culminate their Instaworthy experience as an Instaworthy food blogger, having created their very own unique Instagram page, which highlights their picture-perfect shots created over the semester. Who will be Tenison's Instaworthy top foodie?

CONTENT:

- Apply professional safety to practical activities.
- Evaluate safety standards and emulate them in practical lessons.
- Reflect on the cultural, environmental and sustainable impact on food and hospitality.
- Develop organisational skills to demonstrate understanding of subject topics.
- Work individually and collaboratively to demonstrate hygienic practices.
- Gain a sufficient knowledge and understanding of food trends, presentation and plating of a variety of foods.

Students have the opportunity to demonstrate evidence of their learning in Year 9

#Instaworthy 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: 'Instagram' Folio;

Assessment Type 5: Food Trend Folio.

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AREA 2

PROJECT RUNWAY Child Studies

Project Runway opens a whole world of designer fashion. Investigate key trends and styles in the fashion industry and begin to understand how designers create a total fashion look or image. By the end of the course, students will have created a custom-made garment that reflects individual personal style. Students will learn the valuable skills of designing, upcycling and mending fabrics, as well as embracing their inner fashion designer! They will undertake a range of hands-on, project-based learning experiences which encourage students to express ideas, creativity, innovative thinking while they explore the functional and aesthetic aspects of textiles. Project Runway will enable and encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study within Child Studies in Year 10, 11 and 12.

CONTENT:

- Students participate in project based learning while working to a brief.
- Entrepreneurial mindset and skill development.
- Practical techniques including: Hand sewing, sewing machine use, embroidery, hemming and upcycling.
- Development of individual practical work through portfolio.
- Investigate the work of textile designers and make judgements.

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

- OnGuard Safety Online;
- Foundational Sewing Set-up and Techniques;
- Project Recycled Runway Portfolio and Product;
- Design Folio which will be accompanying the final product of a fashion garment.

AREA 2

ROBOT WARS Digital Technologies

The culmination of the Middle-School STEM program, Robot Wars will see students designing and building their own battle-bot from scratch. Over a series of rounds students will pit their custom creation against those of their peers, with the most ingenious and well-made robot coming out on top.

Students will have access to 3D printing and laser cutting to manufacture structures for their robot, using off-the-shelf components like servomotors, ultrasonic sensors and Bluetooth controls to bring their creation to life. With students able to modify and improve their robot after each stage, their final creations will reflect their learning and experience throughout the tournament.

As in previous years, critical thinking, problem solving, teamwork and creativity will be key attributes leading to successful projects.

This course is recommended for those students interested in Stage 1 Robotic and Electronic Systems at Year 10 level.

CONTENT:

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

EVIDENCE OF LEARNING:

- Visual Portfolio
- Specialised skills tasks
- Reflection

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AREA 2

HACK YOUR APP Digital Technologies

Hack your App focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

In this subject, students consider human interaction with networked systems. The complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data is used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

CONTENT:

1. Connected via network
Students should develop an understanding that digital systems must be robust and reliable. They understand that a computer network enables computers to exchange data and they explore protocols such as HTTP, TCP, IP and SMTP.
2. Data Driven Innovation
Data from individuals and connected technologies is used to inform society, businesses, industry and governments. Smartphones can be used to collect data and contributes to a person's digital footprint. While this data may benefit the broader community it also raises privacy concerns about personal information. Problems and challenges faced by society can provide a useful context for examining existing data-driven digital solutions.

3. App Development using Object oriented Programming
A digital game can give students the opportunity to learn and refine their object-oriented programming (OOP). Students follow a problem-solving process to design, build and evaluate a digital game. They state the digital design problem and decompose it in order to develop a solution. They create an algorithm for the game and relate this to an OOP approach. As a group or in pairs they implement a solution to build a computer game using OOP principles. Finally, they evaluate the end product (the game) and the solution.
4. Project Management
The design process namely:
 1. Defining;
 2. Designing;
 3. Implementing;
 4. Evaluating.
 And documentation associated with a software project.

EVIDENCE OF LEARNING:

1. Challenges (National Computer Science Challenges, CSIRO)
2. App Development
3. Gov Hack Open Data Competition
4. Project Robot Athletics

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AREA 2

MANUFACTURED DESIGN Digital Technologies

Students get to showcase the skills they have learnt through FunkoCAD and Fusion Factory to design and manufacture whatever they can imagine. Their project must either be a single product of significant size and complexity or smaller products that form a series. Examples could include a particularly large figure such as a model animal, machine or vehicle with many points of articulation, a complete tool-kit designed to be as functional as possible, or an interactive art piece or installation.

This course is recommended for those students interested in Stage 1 Robotic and Electronic Systems at Year 10 level.

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

LIGHTS! CAMERA! ACTION! Drama

Have you ever fancied yourself as a budding playwright or film maker? This is the subject for you! Starting with Shakespeare, you will look at the origins of scripted theatre which then steps into the world of modern-day scriptwriting. Using these skills, follow the process of idea development and universal conventions to develop an original short film, using digital technology readily available to everyone. Get ready to claim your Academy Award!

CONTENT:

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

Students will demonstrate their learning through:

- Participation;
- Practical application;
- Design concept presentation.

AREA 3

PAGE TO STAGE Drama

Do you have something important to say? This course gives you the opportunity to develop your own play! Drama can be a wonderful tool for communication and as a catalyst for change. Develop your public speaking skills; and express yourself through exploring issues-based theatre and developing their own performance piece.

CONTENT:

- Public speaking skills
- Issues-based theatre
- Devising theatre
- Improvisation
- Performance/Presentation

EVIDENCE OF LEARNING:

- Participation
- Research task/Production planning
- Performance/Presentation

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AREA 3

SHINE FM Media Arts

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 AND FILM PRODUCTION Media Arts

Film Making and Animation in Year 9 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 who have an interest in Animation and Film Making will be able to narrow their focus in learning, developing their interest in either animation or film making. Those who would like to peruse further opportunities developing and enhancing Animation skills will be able to do so, and vice versa for Film Making.

The unit will develop students' abilities to plan, structure and design media artworks that engage audiences. Opportunities to interrelate learning and skills with the wider community are offered. Links to businesses to produce online products, as well as online promotion for the school would be explored at this level.

Raising awareness through film will be explored and students will have opportunities to use content and knowledge to further explore an area of interest from sustainability, ethical fairness, cultural acceptance etc.

CONTENT:

- Examine audience engagement
- Animation software use
- 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;
 - Post production – 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 3

SPORTS JOURNALISM

WIDE WORLD OF SPORTS Media Arts

Sports Journalism – Wide World of Sports allows students that love sports and telling stories to shine. Throughout this course students will explore the media's role in the reporting of sport and its influence on Australian society and the broader global context as well creating their own sports and marketing portfolios.

Throughout this highly practical media course you'll learn how to research, produce and present sports stories in text, visual and audio formats for mobile, online, social, broadcast and print media. You'll also report on 'live' sporting events that often captivate the nation and the world, interview elite athletes and coaches, and host your own podcast and TV panel show.

CONTENT:

Students who study Sports Journalism will:

- Evaluate the public interest and cultural importance of sports journalism;
- Produce insightful and engaging reporting that demonstrates an understanding of the Australian and global sporting landscape;
- Instinctively adapt sports journalism concepts and skills to diverse media and corporate environments;
- Critically apply knowledge and judgement in the production of multimedia sports content in fast-paced environments.

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AREA 4

MUSIC SNAPSHOT Music

Music Snapshot gives students the opportunity to learn about many different aspects of music. Designed for students with an interest in music, students will be engaged in many ways to inspire them in their love of music.

They will learn about:

- Composing;
- Analysis;
- Music styles;
- Music reading.

CONTENT:

- Using Sibelius Notation Software to create an arrangement of a well know piece of music.
- Analyse songs chosen by students weekly, 'going deep' on the analysis.
- Weekly aural dictation exercises (listening and responding based upon what they hear).
- General music theory that underpins and supports content, at or above, Australian Curriculum standards.
- A unit of study on The Blues – and the significant events and contexts that shaped it as a style.

EVIDENCE OF LEARNING:

- Students keep a weekly music 'listening journal' where they document their thoughts and opinions regarding songs they choose to analyse. The analysis is expected to be at a 'deep' level conveying big picture thoughts about their music and why it is important to them.
- Students engage in weekly aural dictation exercises to develop their 'musical ear' – underpinned by supporting music theory concepts.
- Students create an original arrangement of a well-known composition in Sibelius (notation software).
- Students undertake a unit of study on the Blues, and are required to report back regularly with their findings based on research, analysis, and incorporation of current parallel situations to bring relevance to their learning.

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AREA 4

THE SONG, THE STAGE, THE STUDIO Music

Students choose from one of two 'streams' that run simultaneously and collaboratively:

- Composition;
- Technology.

The Composition stream focusses on creating an original composition through a series of tutorials, exercises, and experiences that will challenge the song writer to produce their best work with regards to musical content, and lyrics.

The Technology stream focusses on using 'Reaper DAW' (recording software typically found in professional studios) and training in PA system components and developing the skills to be able to run a live sound event.

CONTENT:

- Creating an original composition, including lyrics. Several drafts throughout an extensive song-writing process.
- Aural dictation exercises
- Reaper DAW (Digital Audio Workstation) recording software tasks.
- Hands on approach to PA equipment and tutorials/exercises.

EVIDENCE OF LEARNING:

Composition Stream students:

- Will keep a musical journal of their learning journey and experiences as they explore exercises designed to promote lyric creation and music construction;
- They continually draft and keep records of their composition as it develops;
- They analyse music and notate their thoughts on the songs on a pre-determined template on a weekly basis;
- They develop confidence and self-awareness of emotions and reactions, and engage in discussions on resources with the goal in mind of reflecting upon, and improving their original lyric content;
- They engage in regular aural dictation exercises covering musical theory as applicable to, or above, Australian Curriculum standards.

Technology Stream students:

- Have in depth lessons in Reaper DAW (Digital Audio Workstation) software to create a remix of pre-determined song files. Over the course of several weeks, students cover equalisation, compression, mixing and panning concepts and perform a 'final mixdown' of their remix to a complete song recording for assessment;
- Experience a hands-on approach to Live Sound engineering with regards to mixing desks, microphones, cables, auxiliary equipment, to a level where they can demonstrate in real time, the skills required to deliver a live music event from a sound production point of view;
- They engage in regular aural dictation exercises covering musical theory as applicable to, or above, Australian Curriculum standards.

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AREA 5

HPSP CHOOSE FROM: AFL, NETBALL, BASKETBALL, CRICKET, SOCCER, HOCKEY OR HIGH PERFORMING ATHLETES

The High Performance Sports Program (HPSP) is a program aimed at supporting and developing student-athletes in their chosen sporting fields. The course combines the study requirements of daily academics with the training and development of the student's practical talents. Together with academic expectations, students are exposed to personalised strength and conditioning programs, individual training, team sessions and strategy development. The program is developed in accordance with the Australian Curriculum and takes on a holistic approach focussing on developing the following skills and attributes: Social, psychological, physical and technical/tactical.

A head coach for each sport will be allocated to all student-athletes. Student-athletes performing at a state or national pathway will receive support for both the skill/strength and conditioning development and academic progress. Students can only enter this course through application and/or selection by the specific sports head coach.

Sports offered include: AFL, Basketball, Cricket (Semester 2 only), Hockey, Netball and Soccer. Students who are excelling in other sports join our High Performing Athletes group.

CONTENT:

Practical Concepts: (AFL, Basketball, Cricket, Hockey, Netball, Soccer and HP athlete group)

- Periodisation training model
- Sport specific skills and concepts
- Strength and conditioning
- Recovery methods

Theory Concepts

- Sports media (journalism, how to market yourself, social media)
- Coaching and officiating
- Sports science (data analytics)
- Technology in sport (how to track my performance)
- Fuel the body for exercise
- Careers in sport

EVIDENCE OF LEARNING:

Assessment Type 1: Performance Analysis

- Skills matrix
- Strength and conditioning report

Assessment Type 2: Investigation

- 'Creating and promoting you' -the athlete website
- Coaching and officiating task
- Technology in sport video
- Careers in sport investigation

Cost: \$100.00 plus a uniform fee (if required). It would be beneficial if students owned a smart watch as part of the program, that can track heart rate and distance covered.

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AREA 5

LANGUAGES – ITALIAN (Semester or Full Year Option)

In Year 9 Italian, 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 'Dal Miracolo a Oggi,' 'Quando Ero Piccolo' and 'Caffè Italiano,' students explore a range of Italian grammatical concepts that support their ability to interact with the world around them and discuss a variety of topics including social media and their childhood with 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. Completing Year 9 Italian gives students an excellent grounding in grammatical understanding and communication skills that will provide for them a good grounding to study Italian in the Senior School.

CONTENT:

- Discuss social media and Influencers in regard to advertising.
- Compare and contrast advertisements from the 1960s to the modern day.
- Explore modern societal issues in Italy and Australia.
- Discuss experiences of childhood and growing up.
- Engage in conversation on a variety of topics.

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

- Assessment Type 1 – Written: Create an Advertisement for a product in 1960s and the modern world;
- Assessment Type 2 – Spoken: Describe childhood and growing up;
- Assessment Type 3 – Spoken: Weekly Conversation in Italian;
- Assessment Type 4 – Spoken: Ordering food/taking orders in Italian.

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AREA 5

LANGUAGES – CHINESE (Semester or Full Year Option)

COURSE DESCRIPTION:

In Year 9 Chinese, students continue to develop their abilities to use and understand Chinese language and to develop their intercultural understanding. Through a focus on the themes of 'Script, Writing Tones & Greetings,' 'Times and Dates' and 'Friends, Family and Friendship,' students explore a range of Chinese grammatical concepts that support their ability to interact with the world around them and discuss a variety of topics including with 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 many opportunities to practice writing and speaking in Chinese 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. Completing Year 9 Italian gives students an excellent grounding in grammatical understanding and communication skills that will provide for them a good grounding to study Chinese in the Senior School.

CONTENT:

- Learn to read and write Pinyin.
- Explore the concept of festivals in China.
- Express personal thoughts and information in Chinese.
- Engage in conversation on a variety of topics.

Students have the opportunity to demonstrate evidence of their learning in Year 9 Chinese through the following assessment types:

- Assessment Type 1: Listening and responding;
- Assessment Type 2: Reading and text production;
- Assessment Type 3: Interaction and oral presentation;
- Assessment Type 4: Research Project.

AREA 5

CHICKEN RUN Design and Technology / STEM

COURSE DESCRIPTION :

During this cross curricula course students will design and create a modular style Chicken Coop that will be suitable for use at the school or for sale to the general public. During the design stage the students will investigate the potential of the coops for school use by involving specific areas across the school who would benefit from the final product or produce. Once construction is complete the students will investigate marketing which will involve the Art and Design faculty in the formation of a marketing strategy and the eventual sale of the coops in an assembled or flat pack delivery option.

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WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry.

It is the kind of education offered by TAFE Colleges and a range of other registered training organisations. In South Australian Certificate of Education, students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

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

WHY SHOULD YOU DO VET COURSES?

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

There are a variety of additional VET courses offered in the Senior School.

ACADEMY OF HOSPITALITY (CERTIFICATE II)

Year Level: Stage 1 (available to Year 9, 10 & 11 students)

SACE Credits: Minimum 20

Pathways: Employment, further TAFE study at Certificate III

Length: 2 years for the full certificate

1 semester - Year 9 (option A), 4 semesters over Years 9, 10, 11 (Options A, B, C, D)

The full Certificate II will take two years to complete. Students are able to achieve some units of competency if a semester only is completed. Undertaking this course allows students to experience a range of routine hospitality work activities. The Certificate II qualification provides individuals with introductory knowledge and skills for initial work, community involvement and further learning. These skills are extended in Certificate II where students will complete all competencies by participating in a range of activities including group and individual tasks relevant to industry standard learning.

All learning tasks will be performed in a variety of locations and modes including the Sugarloaf Café at Tenison Woods College where the students are able to experience industry standard learning. Participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course.

Year 1:

- Work effectively with others;
- Source and use information on the hospitality industry;
- Interact with customers;
- Show social and cultural sensitivity;
- Use hospitality skills effectively;
- Use hygienic practices for food safety;
- Participate in safe work practices
- Maintain the quality of perishable items;
- Prepare and present sandwiches;
- Prepare and present simple dishes.

Assessment:

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

Cost:

\$225.00 per year for course and training materials.

\$65.00 uniform cost which becomes the property of the student (this is an approximate cost and will be adjusted accordingly). Some second hand uniforms may be available to purchase. Covered leather school shoes or safety boots are also mandatory. Excursion costs as required.

Year 2:

- Prepare and serve espresso coffee;
- Prepare and serve non-alcoholic beverages;
- Serve food and beverages;
- Provide advice on food;
- Process financial transaction.

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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

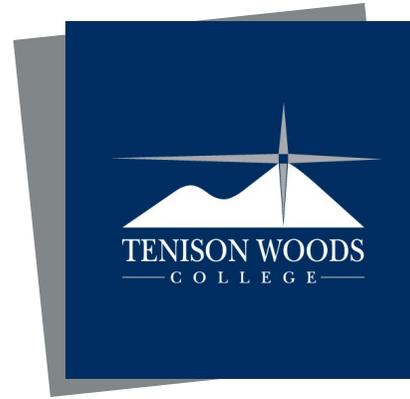
Melissa Robinson,

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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