

YEAR 8 CURRICULUM HANDBOOK 2022



LET YOUR *light* SHINE



PRINCIPAL'S WELCOME



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Welcome to Learning in the Middle School Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community

What's in a Name?

The Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for Ngula wangingi mraata ba wangingyi or a place of listening to country and self. As such, this 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 is 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 - Ngula wangingi mraata ba wangingyi Learning Community celebrates individuality, diversity and connection, enabling our young to thrive as capable leaders for the world God desires.

This Handbook

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

This Handbook expresses vibrantly that belief through the exciting variety of 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 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 - Ngula wangingi mraata ba wangingyi Learning Community 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 Middle School, Nick Patzel or Director of Learning, Scott Dickson.



David Meziniec | Principal



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8 COMMUNITY

PASTORAL CARE

FUTURE THINKING

• Mathematics • Science

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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AREA 1

LOOK HUE'S TALKING Visual Art

PICTURE THIS! Visual Art

GAME ON Multimedia Art

PUT THE T IN SHIRT Multimedia Art

AREA 2

PLASTIC FANTASTIC Design & Technologies

CLEVER CARPENTRY Design & Technologies

WAR OF THE WORLDS Digital Technologies

BATTLE BOTS Digital Technologies

FUSION FACTORY Digital Technologies

GRILL MASTERS Food Technologies

THE GREAT TWC BAKE-OFF Food Technologies

AREA 3

ACTING OUT Drama

BACKSTAGE PASS Drama

SHINE FM Media Arts

ANIMATION & FILM PRODUCTION Media Arts

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 & Technology

ART FOR ANTS Media Arts / Design & Technology

FIT FOR LIFE (GIRL'S ONLY) HPE

2 FAST 2 FURIOUS HPE

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

OUTDOOR EDUCATION HPE

AVATARS ARE US Media / Multimedia Art / Music

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

FOOTBALL UNITED English / Media Arts / Wellbeing

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PASTORAL CARE

Pastoral Care promotes and enhances the personal, social, mental and spiritual wellbeing of young people which is a central focus of our Catholic identity. Resilience and wellbeing are essential for academic and social development and this is accentuated by the provision of safe, supportive and respectful learning environments. This is promoted through our SHINE+ motto which is a practical model for a holistic approach to students understanding and maintaining their wellbeing; Success, Helping, Involved, Name, Emotions, '+' (knowing your God, Sleep, Exercise).

The Pastoral Care Program is delivered by the daily Pastoral Care teacher for a double lesson each week and is aimed at developing students' resilience and wellbeing. The program incorporates the Life Matters learning experience which is delivered in single gender classes covering gender stereotypes, understanding emotions, mental health, relationships, responsibilities and role models.

Pastoral Care also covers the following Child Protection Curriculum themes;

- 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)

Due to the number of new students at this year level, the Year 8 Pastoral Care program has a strong focus on getting to know students in the year level and building positive relationships. Students begin the year with an Orientation Program Week that encourages students to develop new friendships also setting up for success activities.



FUTURE THINKING

Course Description:
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

Assessment:
Students will be assessed on their growth, effort and accuracy using regular individualised mathematics tests, and through integrated investigations including practical and research reports and topic tests.

Learning Intention:
Students will develop their numeracy and scientific literacy skills; they will collaborate effectively and develop their inquiry skills.

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GLOBAL PERSPECTIVES

Course Description:

Global Perspectives is an interdisciplinary approach of Religion, English, History, Geography and Economics and Business. 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:

- History – The Middle Ages Depth Study; Guided Inquiry into Asia and the Pacific and an Independent Inquiry

- English – Text types, writing point of views, class novel focusses, poetry
- Religion – The Mission of God and How it Matters, What is Truth?, Ordinary People and Extraordinary Actions, Stewards of Creation
- Geography – Changing Nations, Landforms and Landscapes
- Economics and Business – Businesses and Consumers

Students have the opportunity to demonstrate evidence of their learning 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.

HEALTHY LIFESTYLES

Course Description:

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 recreational activities. 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.

Assessment:

Evidence of student learning will be through:

- 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

Content:

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

- Periodisation training model
- Sport specific skills and concepts
- Sports Education (SEPEP)

Healthy Lifestyles Core

- Games and Sports (Athletics, Invasion games, Target games and Court divided games)
- Challenge and Adventure (Orienteering)
- SEPEP

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

Healthy Benefits of Physical Activity

- Health related fitness components
- Nutrition
- Health literacy

SEPEP

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

Personal Development (Wellbeing)

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

Community Engagement

- Cultural diversity
- Enabling inclusivity to contribute to a healthy and active community

Learning Intentions:

- To provide opportunities for all students to pursue a healthy and active lifestyle through personalised learning and links to the wider community.
- To encourage all students to become physically confident and health literate in order to build resilience and embed values such as respectful relationships, pride and life-long learning.

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CHINESE - FOOD, FAMILY AND FUN

Prerequisites:

Evidence of competency of Year 7 Chinese

Course Description:

Students continue to develop their abilities to use and understand the language and to develop their intercultural understanding. Through the themes of 'My life,' 'Food and Celebrations,' and 'Hello Asian World,' students will become familiar with Chinese characters to express feelings, personal thoughts and information to others.

Students will be encouraged to take risks through communicating in the target language. They will also have the experience to authentically engage in Chinese communities and schools.

Assessments:

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

- Written and spoken: making dumplings
- Written: travel booklet
- Spoken: celebrating a Chinese festival
- Presentation: an element of Chinese culture

Learning Intention:

Students may attend in person (approximately \$180) or a virtual excursion to Chinatown and discover the local identity of the businesses, explore the food, celebrations and festivals in Chinese and Australian cultures, discover and perform Chinese sports such as Taiji and Gongfu, and compare and contrast Ancient China with Modern China.

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ITALIAN - THE DAYS OF MY LIFE (CONTINUES)

Prerequisites:

Evidence of competency of Year 7 Italian Continuers

Course Description:

Students engage in social interaction to exchange greetings, ideas and information related to different aspects of their life. They use known phrases to exchange ideas and opinions. They respond to classroom instructions and questions.

Students provide simple descriptions, using language rules they have learnt in class. They are aware of similarities between Italian and English and understand that they are related languages which borrow from each other. Students reflect on how they interpret and respond to aspects of Italian language and culture and consider how their response may be shaped by their own language and culture.

Assessment:

Each term, students will engage with two summative assessment tasks and a minimum of one formative task. One summative task will be a culturally focussed task and the second will be entirely in Italian. The formative task will be a project on an area of Italian culture and/or a cooking class. Learning the grammar will be an essential part of this course.

Learning Intention:

In Italian, students will be able to discuss and introduce members of their family and friends, explain how to prepare a specific Italian recipe, and participate in transactions. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

ITALIAN - FOOD, FESTIVALS AND FAMILY FUN (BEGINNERS)

Course Description:

Exploring the cities of Italy and creating a feast for your friends. In this course students continue to develop their abilities to use and understand Italian language and to develop their intercultural understanding. Students explore a range of Italian everyday language, discuss a variety of topics: including the ordering of food, the numerous food festivals that occur every year in Italy, and choosing how to impress their friends with writing a menu and dinner invitations. Students will be encouraged to take risks through communicating in the target language. These aspects of Italian culture will include meals, music and history.

Assessment:

Each term, students will engage with two summative assessment tasks and a minimum of one formative task. One summative task will be a culturally focussed task and the second will be entirely in Italian. The formative task/s will comprise a variety of written and spoken activities to ensure that students are understanding the new concepts.

Learning Intention:

Students will greet each other and introduce themselves. They will be able to have simple conversation, which includes chatting about their preferences. Speaking, listening, reading and writing skills will be developed. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

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AREA 1 - LOOK HUE'S TALKING (VISUAL ART)

Course Description:
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!

- Assessment:**
- Folio of artistic skill development
 - History of pigments investigation
 - Development of art materials
 - Collaborative artwork

Learning Intention:
By the end of the semester, you will know a range of art material creation processes and have crafted a number of art resources. You will have a folio that demonstrates the development of your artistic skills as well as created works of art for display.

AREA 1 - PICTURE THIS! (VISUAL ART)

Course Description:
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!

- Assessment:**
- Folio of perspective work
 - Architectural and life drawing
 - Research folio
 - Original art work

Learning Intention:
By the end of the semester, you will know how to analyse how artists use elements communicate ideas and apply this knowledge in your own art. You will have a folio that displays your artistic skills with different mediums and techniques, as well as created works of art for display.

AREA 1 - GAME ON (MULTIMEDIA ART)

Course Description:
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, or Hollow Knight 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.

- Assessment:**
- Get Emoji - Application and Techniques in Adobe Illustrator
 - Game On - Game Production using the design process

- Learning Intention:**
- 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.

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AREA 1 - PUT THE T IN SHIRT (MULTIMEDIA ART)

Course Description:
Using Adobe 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. The design will fill an A4 page and potentially be printed on a white T-Shirt. Students will be using the art of typography where you can typespire your friends and create a product celebrating the art of typography. If that is not enough there is still more. Using Google Tilt-brush you will paint in Virtual Reality use paint brushes that react to your choice of sound or music.

- Assessment:**
- Steampunk Skeletons - Application and Techniques
 - Put the T in Shirt - Research Project
 - Motion Graphics - VR Development and Design

Cost:
Student to supply white T-Shirt.

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

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AREA 2 - PLASTIC FANTASTIC (DESIGN & TECHNOLOGIES)

Course Description:

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 range of interesting and personalised products. 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

Assessment:

- 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 - product 1 (20%)
 - Skills task - product 2 (35%)
 - Reflection folio - (25%)

AREA 2 - CLEVER CARPENTRY (DESIGN & TECHNOLOGIES)

Course Description:

Have you ever wondered how to build a woodworking project without using nails, screws, or glue? Find out how by enrolling into Clever Carpentry.

Throughout this course, students will rediscover ancient woodworking techniques and joinery systems that can stand the test of time. Students will design and manufacture a project using wood and acrylic, further their knowledge and understanding in using 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.
- Become proficient in a variety of critical and creative thinking strategies such as brainstorming, sketching, 3D modelling and experiencing to generate innovative design ideas.
- Working to a design brief using the six-step 'design process'.

- Incorporating ancient, traditional, and contemporary woodworking practises.

Assessment:

Students will complete a range of summative and formative assessments aligned to the Design & Technology Curriculum:
Assessment 1 - Ongoing online safety training (mandatory ngp)
Assessment 2 - Woodworking practise joints (25%)
Assessment 3 - Four-joint picture frame and cad drawing (25%)
Assessment 4 - Design development folio (25%)
Assessment 5 - Major product: timber planter box (25%)

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AREA 2 - WAR OF THE WORLDS (DIGITAL TECHNOLOGIES)

Course Description:
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.

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.

- Programming tools to learn visual programming ie Scratch and textual programming i.e. Python, JavaScript etc.
- Cyber Security Information Privacy, Web security, Data Encryption etc.

Project 1: Mobile Communication using BBC Micro Bit:

- 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 2: Students to create an interactive website using HTML, CSS and JavaScript.

Project 3: Students to learn Excel features to visualise, interpret and present data analysis.

Evidence of learning:

- Programming and Project Portfolio
- National Challenges by Grok Academy

AREA 2 - BATTLE BOTS (DIGITAL TECHNOLOGIES)

Course Description:
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. Students will plan and develop their Bots by building and modifying a MakeBlock “mBot”, using 3D design software to produce 3D printed and laser cut parts. Their bot will then be pitted against their peers in a tournament-style competition. As the rounds progress, students will be able to make modifications and adjustments to their designs, creating the ultimate Bot. Students will need to use critical thinking, and problem solving and develop their understanding of engineering concepts.

Assessment:

- Skills folio 1: Students will design and produce a 3D printed component for their Bot. As they work, they will document their process and then reflect on the execution of their design.
- Skills folio 2: Students will use mBlock coding software to write the control code for their robot. Again, they will document their process in a folio and reflect on the execution of their code.

- Design and Production Folio: Students will produce a folio documenting the design, production and testing of their robot. They will need to incorporate what they learn from the competition rounds and redesign their robot, evaluating their success (or otherwise) at each stage.

Learning Intention:

- Students will be able to use 3D design software to produce 3D objects.
- They will be able to code simple instructions to control robotic platforms.
- They will be able to apply critical and creative thinking to solve engineering problems and redesign solutions based on testing and experience.
- This subject leads to Robot Wars in Year 9 and then to Stage 1 and 2 Robotic and Electronic Systems in Year 10 and 11.

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AREA 2 – FUSION FACTORY (DIGITAL TECHNOLOGIES)

Course Description:

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.

Please be aware that Fusion requires students to have access to at least a mid-tier BYOD device, and preferably a PC rather than Mac. Older machines will struggle to run the program effectively. We do have a limited number of desktop machines available, but it is better if students are able to use their own device.

Assessment:

- Skills folio 1: Students will use Fusion to create scale models of simple real-world objects. As they work, they will document their processes, with emphasis on the Fusion tools used and why.
- Skills folio 2: Students will use Fusion to create print-in-place articulated objects (e.g. hinges, pivots, etc.). As before, they will document their processes, with emphasis on the Fusion tools used and why.
- Design and production folio: Students will design a free-choice object, with the only restrictions being the size (it must fit the 3D printer!) and it must incorporate some form of articulation. They will then create their object in Fusion and collate their planning and documentation of their production into a final folio.

Learning Intention:

- Students will be able to use industry-standard 3D design software to produce simple and complex 3D objects.
- They will be able to plan the design of objects, solving structural challenges using spatial reasoning and translate ideas into workable designs.
- This subject leads to Manufactured Design in Year 9 and is recommended for students intending to study Design and Technology subjects in Senior School.

AREA 2 – GRILL MASTERS (FOOD TECHNOLOGIES)

Course Description:

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, roasting, broiling and pan-frying. Students will ultimately experience common and rare meats that are designed to assess their abilities to cook new meats and taste them. Unique and brand-new cooking technology will be available for students to be used for cooking their meats.

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.

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

Assessment:

- Students have the opportunity to demonstrate evidence of their learning through the following assessment types:
- Cooking styles and methods
 - Meat Investigation
 - Vegetarians and Omnivores
 - Sustainability
 - Practical application

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AREA 2 - THE GREAT TWC BAKE-OFF (FOOD TECHNOLOGIES)

Course Description:

The Great TWC Bake-Off 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 the 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.

Assessment:

Students have the opportunity to demonstrate evidence of their learning through the following assessment types:
Assessment type 1: Practical application
Assessment type 2: Bakery and raising agents task
Assessment type 3: Action plan, workflow plan and evaluation
Assessment type 4: Folio

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AREA 3 - ACTING OUT (DRAMA)

Course Description:
Has your child always wanted to be the class clown? In this course, students will learn about the early forms of Drama through Greek Theatre and Melodrama; and then the art of Clowning. In the second term, they will discover newer forms of theatre through the study of the physical theatre company Frantic Assembly, before learning about Realism, a more familiar 'brand' of acting. This will all help students to develop consistent characters when they plan, structure and rehearse drama. This will culminate in students devising their own scripted drama, and maintaining commitment to role.

Assessment:
Students will be assessed on participation, group performance(s), and a chair duet. They will also be formatively assessed on skills such as creating juggling balls, SFX makeup skills, and a choreographed physical theatre scene.

Learning Intention:
By the end of this course, students will have developed their performance skills and creativity by working collaboratively with other members of the class. They will have a deepened understanding of the history of drama, and some of the different performance styles and techniques. This subject leads well into studying Drama in Year 9.

AREA 3 - BACKSTAGE PASS (DRAMA)

Course Description:
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. Students will refine their SFX Makeup capabilities, as well as learning sound and lighting design, exploring costume, and set design. They will develop their presentation skills, 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.

Assessment:
Students will be assessed on participation, practical tasks, investigations and design pitches.

Learning Intention:
By the end of this course, students will have a deepened understanding of the offstage roles of set design, costume design, hair and makeup design, and sound and lighting design. They will have developed their presentation skills and creativity by working collaboratively as well as autonomously. This subject leads well into studying Drama in Year 9.

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AREA 3 - SHINE FM (MEDIA ARTS)

Course Description:

In this course, students will take the mic, break the news and meet the most amazing people. Shine FM is a weekly podcast that will be broadcast within the College and available on Soundcloud as well as broadcast on 5GTRfm. This course provides the opportunity for students to take the lead and control the content of the 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! SHINEfm will enrich students learning, exciting their imagination and enabling them to utilise the skills learnt across other subject areas.

Assessment:

Students will create their own radio show and an e-portfolio of their work that will include a production journal.

Learning Intention:

By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgement, and skills in audio production viewing, listening, speaking, and writing. This course offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence while enabling students to critically engage in a rapidly evolving digital environment.

AREA 3 - ANIMATION & FILM PRODUCTION (MEDIA ARTS)

Course Description:

Students will be the developers of their own film products and animations. Animation and Film Production 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.

Assessment:

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)

Course Description:
This course is designed to extend the music student who has previously studied music, or for students who have a strong interest in music. Students will work through tasks using instruments and the music computer lab. They will create music and develop their musical knowledge. Students should be currently undertaking instrumental or vocal lessons (or willing to commence) and have a desire to further pursue their interest in music.

- Assessment:**
- A completed original composition including a notated score
 - Weekly listening journal
 - Regular aural dictation exercises
 - An introductory task using Sibelius music software

Cost:
Weekly instrumental/vocal lessons at a cost determined by instrumental/vocal teachers.

Learning Intention:
By the end of this course students will have composed music, commenced learning how to use Sibelius (music writing software program), and extended their aural skills. This course will assist to further their musical education through to a year 9 music course and beyond.

AREA 4 - HIT IT! (MUSIC)

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

- Assessment:**
Students can demonstrate their evidence of learning through the following assessments:
- Class performances
 - Project of Learning
 - Application of instrumental techniques

Learning Intention:
By the end of the course, students will have learnt to work in a musical ensemble. They will have an appreciation of techniques associated with various percussion instruments and have applied this to several tunes. Students will have developed an understanding of relevant music terminology.

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AREA 4 - WHAT'S THE SCORE? (MUSIC)

Course Description:

This course will allow students to engage with Digital Audio Workstation Software to produce original and pre-recorded everyday (Foley) sounds and soundtrack for videos, exploring a different aspect of the music industry in sound design. Students will respond to the importance that music and Foley sounds play in setting the scene and the overall effect it can have on an audience's perception and feelings. This is a technology-based course that does not require students to have previously, or currently be, learning an instrument however all are still welcome to take part in this unit.

Learning Intention:

By the end of the course, students will have a deeper understanding of the importance of good editing in film scoring and sound design as well as creating their own sound bank. This course allows students to explore an alternative aspect of the music industry that can tie into other multimedia subjects.

Summative Assessment:

1. Presentation of Foley sounds in a short video (provided) displaying understanding of editing (write up of process included).
2. Major portfolio of a larger work incorporating both Foley sounds and an original soundtrack using loops with consideration to a theme & sound plan document (template provided).

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AREA 5 - PROPS TO YOU (DRAMA / DESIGN & TECHNOLOGY)

Course Description:
Have you always wanted to make your own version of Thor's hammer (Mjolnir), or Hermione's wand? This cross-curricular subject combines Drama with Design and Technology to allow students 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 create 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.

Assessment:
Students will be assessed on their practical participation, design development folio including their to-scale design, research, mock-model, final product (prop), and the mandatory OnGuard Online Safety Training.

Learning Intention:
By the end of this course, students will understand the safety requirements of both Drama and Design and Technology spaces. They will have developed basic construction skills, as well as design and presentation skills. This subject leads well into studying Drama and Technology in Year 9.

AREA 5 - ART FOR ANTS (MEDIA ARTS / DESIGN & TECHNOLOGY)

Course Description:
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 build the finishing touches that will create the perfect gallery for an ant.

Assessment:

- Investigation of the Tiny Art movement
- Create tiny 2D and 3D artworks and complete practitioner's statements
- Build frames, easels, plinths and light circuits to display artworks

Learning Intention:
By the end of the semester, you will understand how artists create artwork on a miniature scale using different elements. You will have completed a range of artworks that build your technical skills and exhibited these art works with lighting, frames and other gallery accessories.

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AREA 5 - FIT FOR LIFE (GIRLS ONLY) (HEALTH AND PHYSICAL EDUCATION)

Course Description:

The 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 the Barrie Holmes Stadium, general classrooms and local fitness centres.

Content:

Term 1
Health benefits of physical activity (HBPA)

- Active Lifestyles (Community fitness)
- Personal fitness
- Personal development (Mindfulness)

Term 2
Health benefits of physical activity (HBPA)

- Active Lifestyles (Community fitness)
- Personal fitness

Assessment:

Evidence of student learning will be through:

Assessment type 1: Folio

- Healthy eating
- Positive psychology
- Reflective Journal

Cost: \$180.00

Learning Intentions:

- To provide opportunities for all students to pursue a healthy and active lifestyle through personalised learning and links to the wider community
- To encourage all students to become physically confident and health literate in order to build resilience and embed values such as respectful relationships, pride and life-long learning.

AREA 5 - 2 FAST 2 FURIOUS (HEALTH & PHYSICAL EDUCATION)

Course Description:

The 2 Fast 2 Furious curriculum is constructed to value, develop and maintain positive physical activity behaviours for life. This 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 personal health, safety, wellbeing, and movement proficiency and confidence. The integrated course content also develops understandings of nutrition, goal setting and game strategies/tactics. Through the broad suite of activities and movement experiences, students develop positive lifelong attitudes and values that enables a healthy lifestyle.

Assessment: Evidence of student learning will be through:

Assessment type 1: Folio

- Reflective journal
- Goal setting

Assessment type 2:
Performance Analysis

- Specific skills and movement concepts

- Game Play Analysis + Reflection
- Roles and responsibilities

Assessment type 3:
Evaluation - Self and peer assessment of specific movements

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

Learning Intentions:

- To provide opportunities for all students to pursue a healthy and active lifestyle through personalised learning and links to the wider community.
- To encourage all students to become physically confident and health literate in order to build resilience and embed values such as respectful relationships, pride and life-long learning.

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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 Vinnie’s shop. Students will have opportunities to be mentors to the Junior School STARS, assisting with their social justice projects and events.

Assessment:
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.

Learning Intention:
By the end of this course, students will be able to identify areas of community need, evaluate their group talents and skills they would like to develop, and design an enterprise to meet this need.

AREA 5 - AVATARS ARE US (MEDIA / MULTIMEDIA ART / MUSIC)

Course Description:
Doesn’t everyone need an avatar in the digital world? Create your own avatar which you will be able to use in your own game, messages or emoji. Work within three amazing subjects where you will firstly brainstorm a storyboard and script in Media Studies. Create an avatar of yourself in Adobe Illustrator and animate it through live motion animation with Adobe Character Designer in Digital Arts. Finally create a cool looping tune to set the scene in Music. Your avatar will follow your movements, speak and dance along whilst you are acting out your script.

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

- Scripts are us – the production of a storyboard and script.
- Avatars are us – the creation and production of an Avatar.
- Tunes are us – the production of a loop which complements the storyline.

Learning Intention:

- Work in Media Studies to learn about marketing, script writing and storyboarding.
- Work in Digital Arts to create your own avatar using Adobe Illustrator and Character Designer and bring the script to life.
- Work in Music to create the soundtrack to go along with their avatar.

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AREA 5 - U-CAN-LELE (DESIGN & TECHNOLOGIES / VISUAL ART / MUSIC)

Course Description:
If you like building, decorating and music, then you should join our U-Can-Lele subject. Across the semester you will work with specialised teachers in Woodwork, Visual Art and Music to build a ukulele, paint it and learn to play it.

Learning Intention:
By the end of the semester, you will have a ukulele to take home and play. You will have developed craftsmanship skills in woodwork, creative and technical skills in art and rhythm and melody skills in music.

- Assessment:**
- Conceptualisation of visual ideas for your artwork
 - Final technical skill in the artistic composition
 - Product record of building process
 - Performance of a song

Cost: \$35.00 - covers ukulele kit and paint and building materials

AREA 5 - FOOTBALL UNITED (ENGLISH / MEDIA ARTS / WELLBEING)

Course Description:
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.

- Assessment:**
- Assessment type 1: Practical exploration
- Coaching task
 - Officiating- laws of the game
- Assessment type 2: Investigation
- Digital portfolio
 - Global sporting event presentation

Students develop an appreciation for school, optimism, and a sense of belonging, which feeds into better school and community engagement, further education opportunities and a further love of football. Students involved in the program will be involved in the Mini-Roos community coaching component, explore the laws of the game and be involved in a global investigation – European Championships, World Cup, Olympics etc.

Learning Intention:
By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgment, and skills in audio production viewing, listening, speaking, and writing. This course offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence while enabling students to critically engage in a rapidly evolving digital environment.

A focus of the program is on the development of literacy and numeracy skills using football (soccer) as the vehicle. Sessions are designed according to the process of experiential learning, using a unique combination of workshop and field-based activities.

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AREA 5 - OUTDOOR EDUCATION (HEALTH AND PHYSICAL EDUCATION)

Course Description:
The Year 8 Health and Physical Education (HPE) elective Outdoor Education curriculum is constructed to value, develop and maintain positive physical activity behaviours for life. This course delivers physical, psychological, social and cognitive health and wellbeing benefits. It is aimed at students who have an interest in developing skills in outdoor pursuits and recreation.

Through a broad suite of outdoor experiences, students develop skills, positive lifelong attitudes and values that enables a healthy lifestyle. The course has a three-day expedition component, which could be specific i.e. surfing or a combination i.e. kayaking, caving, mountain bike riding. Students should approach the course with a genuine interest in minimal impact camping (MIC), skill development, group work and leadership.

A mixture of classroom and regional locations will be included to support skill development, knowledge and attitudes with outdoor pursuits.

Assessment:
Evidence of student learning will be through:

- Assessment Type 1: Folio
- Reflective journal
 - Camp craft principles presentation
 - Camp cooking group workshop
 - Navigation
 - First Aid practical

- Assessment Type 2: Performance Analysis
- Practical skills and application
 - Reflection

- Assessment Type 3: Evaluation
- Self and peer assessment
 - Expedition report

- Content:**
Practical Skills and Application
- Campcraft
 - Aquatics
 - Backpacking
 - Camp cooking
 - Navigation / Orienteering
 - First Aid
 - 3 day - 2-night expedition
 - Group dynamics

- Theory components
- Minimal impact camping (MIC)
 - Risk management
 - First Aid
 - Sustainability and the environment
 - Nutrition

Cost: \$250.00

- Learning Intentions:**
- To provide opportunities for students to pursue a healthy and active lifestyle through personalised learning and links to the wider community.
 - To encourage students to become physically confident and health literate in order to build resilience and embed values such as respectful relationships, pride and life-long learning.
 - To develop confidence and passion in outdoor pursuits and recreational activities.

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**2022 Online Subject Selection
Information Evening**



**New Mount Gambier and Districts
students Subject Selections to be
finalised and return forms to Front Office.
3:30pm - 4:30pm.**



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



**Webchoice Opens
Year 7, 8 & 9 2022 Subject Selections in
Webchoice - current students**



**2022 Year 7/8 Subject Finalisation,
St Anthony's Catholic Primary
School Millicent. 5:00pm - 6:00pm.**



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



**2022 Year 7/8 Subject Finalisation,
Mary MacKillop Memorial School
Penola. 4:30pm - 5:30pm.**



**2022 Year 7/8 Subject Finalisation,
Naracoorte Town Hall
6:30pm - 7:30pm.**

CONTACT:

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Scott Dickson, Director of Learning

dicksc@tenison.catholic.edu.au

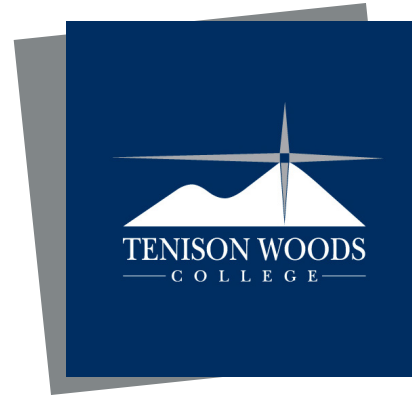
Melissa Robinson,

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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