

YEAR 9 CURRICULUM HANDBOOK 2022



TENISON WOODS
COLLEGE



LET YOUR *light* SHINE



Gilap Wanga Learning Community
Ngula wangingi mraata ba wanginyi



catholic
education
south australia

PRINCIPAL'S WELCOME



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

What's in a Name?

The Gilap Wanga - Ngula wangingi mraata ba wangingi Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for Ngula wangingi mraata ba wangingi 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 wangingi 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 wangingi 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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9 CONNECTION

9SHINE (HEALTHY LIFESTYLES)

• Pastoral Care • Physical Education or HPSP Academy • Health

FUTURE THINKING

• Mathematics • Science

GLOBAL PERSPECTIVES

• Religious Education • English • Humanities and Social Sciences

SPECIALIST SUBJECTS

Please pick any four subjects from any area

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AREA 1

- PROJECT MURAL** Visual Art
- TOGETHER IN ART** Visual Art
- DIGI-PAINT** Multimedia Art
- E-MOTION** Multimedia Art

AREA 2

- PRECIOUS PLASTIC** Design & Technologies
- CARPENTRY ACADEMY** Design & Technologies
- KNIFE FORGERY** Design & Technologies
- BON APPETITE, IT'S TIME TO EAT** Food Technologies
- FOOD TRUCKS** Food Technologies
- INSTAWORTHY** Food Technologies
- PROJECT RUNWAY** Child Studies
- ROBOT WARS** Digital Technologies
- MANUFACTURED DESIGN** Digital Technologies
- HACK YOUR APP** Digital Technologies

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

AREA 3

- LIGHTS! CAMERA! ACTION!** Drama
- PAGE TO STAGE** Drama
- SHINE FM** Media Arts
- 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, Football (Soccer), Hockey or High Performing Athletes
- LANGUAGES** Chinese or Italian
- ACADEMY OF HOSPITALITY** VET
- FOOTBALL UNITED** English / Media Arts / Wellbeing

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gSHINE

gSHINE is a year-long learning experience and a unique educational adventure that teaches valuable life skills in gratitude, resilience, perseverance, and selflessness. gSHINE is viewed as a step or rite of passage to a rewarding adult life. Through gSHINE, Tenison Woods College students will develop personal qualities beyond those possible in a traditional schooling environment whilst developing their over-arching sense of community. gSHINE combines Pastoral Care and Outdoor Education as well as offering many other cross-curricular learning opportunities.

Students will gain a greater understanding of self through the principle of experiential learning. 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. The gSHINE program will be highlighted with a 6 day/ 5 night outdoor experience on the Southern Fleurieu Peninsula of South Australia.

Assessment:
Students will participate in a range of multi modal assessments looking at our themes of gratitude, empathy and mindfulness on a deeper level. They will also explore Outdoor Education and be graded upon their camp craft skills.

Learning Intention:
The gSHINE curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in modern society.



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

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. Year 9 Future thinking leads into Year 10 Mathematics and Science.

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GLOBAL PERSPECTIVES

Global Perspectives is an interdisciplinary approach of Religion, English, History and Geography. 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. They 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

- Biomes, ecosystems and their challenges
- Identity: examining our place in the world
- Understanding faith

Term 2

- The making of the modern world
- The challenge of change
- What's our Christian story?

Term 3

- Australia in the modern world
- The challenge of change
- God's love always heals

Term 4

- The geography of connections
- The challenge of change
- Connected through grace

Evidence of learning:

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.

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AREA 1 - PROJECT MURAL (VISUAL ART)

Course Description:
If you like your art on a large scale, then Project Mural is the place for you. Work with your peers to plan and create a mural in a public space for people to enjoy years to come. Investigate graffiti and street art to work out what the big deal is. Develop your painting skills using a variety of paints and markers on your own smaller piece of art to take home. This is a subject for everyone!

- Assessment:**
- Graffiti vs Street Art investigation
 - Folio of idea development and mural progress with reflection
 - Practical application of painting skills in individual artworks

Learning Intention:
By the end of the semester, you will have completed a collaborative mural as well as an individual artwork. You will know how to develop a folio that communicates artistic intentions and reflections. You will have developed your artistic eye and your artistic skills.

AREA 1 - TOGETHER IN ART (VISUAL ART)

Course Description:
Through this course, you will explore art from around the world and create 2-Dimensional and 3-Dimensional works of art inspired by the Together in Art movement artists. Develop your practical skills across a range of mediums and explore how art is used to connect people.

- All areas 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

- Assessment:**
- Folio of theory
 - Folio of practical
 - Artist trading cards

Learning Intention:
By the end of the semester, you will have analysed art from different cultures, times and places. You will know how to find connections between elements, practices and viewpoints of different artists. You will have created a range of artworks using different materials and techniques.

AREA 1 - E-MOTION (MULTIMEDIA ART)

Course Description:
Put the E-motion in vector and photographic images. Create motion graphics and visual effects for film, television, video, and 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 artists 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.

- Assessment:**
- Geometric Design - Photoshop and Illustrator Technical Development
 - Motion in Adobe After Effects - Application and Techniques
 - E-Motion - Research Project - Personal choice project where students are able to choose a topic and create a 5 minute storyboarded animation in After Effects.

- Learning Intention:**
- 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 After Effects.

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AREA 1 - DIGI-PAINT (MULTIMEDIA ART)

Course Description:

Do you love to draw manga, anime or comic art? This style has evolved from its humble beginnings with pencil and paper to digital wacom boards and layering effects. Follow the style of studio ghibli the production company who were responsible for the anime 'Spirited Away' and 'My Neighbour Totoro' and learn the tools of the trade to create a background to suit your favourite anime or cartoon. Learn the freehand techniques using specialised watercolour brushes, shape design and the secrets to compelling digital painting.

Assessment:

- Character Art - Shape design and digital painting application and techniques in character digital painting. This assessment is made up of four parts involving concept development, sketching development, production and reflection.
- Concept Landscape Art - Conceptualisation and composition of a digital landscape for the character developed in the first assessment.

Learning Intention:

- Develop your skills and techniques using the industry's leading software, Adobe 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.

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AREA 2 - PRECIOUS PLASTIC (DESIGN & TECHNOLOGIES)

Course Description:
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

- Assessment:**
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 & TECHNOLOGIES)

Course Description:
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 analysis of benefits and constraints of design ideas.
 - 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 - wood working practise joints (25%)
 - Assessment 3 - CAD design and 3D printed initials (25%)
 - Assessment 4 - Design process folio and research question on miyadaiku carpentry (25%)
 - Assessment 5 - Major product timber side table (25%)

Learning Intentions:
This subject will provide students with the skills, knowledge and understanding required for Year 10 Wood Technologies and Stage 1 and 2 Material Solutions.

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AREA 2 - KNIFE FORGERY (DESIGN & TECHNOLOGIES)

Course Description:

Are you interested in designing and creating your very own cheese knife using basic hand tools and machinery? If you answered yes, then you should consider enrolling into Knife Forgery. During this course, students will learn the process of hand forging a piece of high carbon steel, filing and shaping timber or recycled plastic, heat treating metal to optimal hardness, while adhering to a high standard of OH&S. Students will also gain a deeper understanding into the properties and functions of different steels through practical tests including heat-treating, quenching and tempering processes. Students are also given the opportunity to integrate technologies such as CAD (Computer Aided Design) and 3D printing, prototyping and laser etching technology.

Content:

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

- Become competent in the knifemaking process including links to sustainability.

Assessment:

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 - recycled marking knife and product record (25%)

Assessment 3: Skills task 2 - marking knife sheath CAD design and evaluation (25%)

Assessment 4: Design development folio and research question (25%)

Assessment 5: Major product: cheese knife and reflection (25%)

AREA 2 - FOOD TRUCKS (FOOD TECHNOLOGIES)

Course Description:

Students will look at food trucks in Australia and the foods that they offer. They will discover the types of foods that these food trucks provide and have the opportunity to cook and create extremely unique and flavoursome foods.

Students will investigate the trending presentation of these foods and how they differ from city to city and have the chance to perfect it themselves.

Ultimately students will create a project based on a food truck meal that will be for sale to potential consumers. This will consider all resources that a food truck possesses. Students will gather knowledge of what cultural foods came into Australia at different points in our history and how they have impacted our society. Students will have opportunities to try different cultural foods and study how they are produced, prepared, cooked and presented.

Content:

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

Assessment:

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

- History of food trucks
- Hygiene standards in the workplace
- Investigation
- Food truck challenge
- Practical application

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AREA 2 - INSTAWORTHY (FOOD TECHNOLOGIES)

Course Description:

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.

Assessment:

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

- Assessment type 1: Practical application
- Assessment type 2: Cupcake decorating competition
- Assessment type 3: Action plan, workflow plan and evaluation
- Assessment type 4: 'Instagram' folio
- Assessment type 5: 'Foods loved but not wasted' folio

AREA 2 - PROJECT RUNWAY (CHILD STUDIES)

Course Description:

Project Runway opens up a whole world of designer fashion and becoming a sewing extraordinaire! By the end of the course, students will have created a custom-made garment that reflects individual personal style as well as mini sewing projects throughout the semester.

Students will learn the valuable skills of designing, upcycling and mending fabrics, as well as embracing their inner fashion designer. They too will undertake a range of hands-on, project-based learning experiences which encourage them to express ideas, creativity, innovative thinking and aesthetic aspects, which leads to the highly anticipated Children's Party, where students are given the opportunity to host an event for a younger year level.

Project Runway will enable and encourage 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 Runway portfolio and product
- Sew for charity research task
- Children's party

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AREA 2 - BON APPETITE - IT'S TIME TO EAT! (FOOD TECHNOLOGIES)

Course Description:

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 College, 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.

Assessment:

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

- Practical Application
- Travel Food Blog
- Diversity on Demand
- Pasta La Vista, Baby
- Holy Guacamole
- Restaurant Design

Assessment type 1: practical application
Assessment type 2: travel food blog
Assessment type 3: pasta la vista
Assessment type 4: holy guacamole
Assessment type 5: restaurant design task

AREA 2 - ROBOT WARS (DIGITAL TECHNOLOGIES)

Course Description:

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.

Assessment:

- Design and production folio: Students will produce a folio documenting their design, production and testing of their robot. They will need to incorporate their initial research and brainstorming, as well as evaluation of their robot's performance in the tournament and any re-designs that result from what they observe.
- Skills folio 1: Students design 3D printed components to be used in the structure of their robot. As they work, they will need to document their process and reflect on the execution of their design.
- Skills folio 2: Students will write the code used to control their robot. They will need to document this process, including testing and evaluation, reflecting on their successes and what they learn during the process.

Learning Intention:

- Students will be able to use 3D Design software to produce 3D objects.
- Students will be able to use solderless circuitry to create codable and controllable robotic platforms.
- Students 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 Stage 1 Robotic and Electronic Systems in Year 10, which follows on to Stage 2 Robotic and Electronic Systems in Year 11 or Year 12.

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AREA 2 - MANUFACTURED DESIGN (DIGITAL TECHNOLOGIES)

Course Description:

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.

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:

- Design and Production Folio: Students will begin the course by planning their project. This planning will become the first part of their Folio, with documentation of their production, any redesign required and evaluation of their product.

- Skills Task 1: Students will create a folio documenting the production of the first stage of their project. They need to show their Fusion skills, emphasising the tools they use, why they have done things that way and evaluating their product against their original design.
- Skills Task 2: Students will investigate industry standard methods of additive and subtractive production and attempt to calculate costs of producing their projects using each method.

Learning Intention:

- Students will be able to use 3D design software to produce complex objects using industry-standard software.
- They will be able to solve engineering problems using critical and creative thinking and spatial reasoning.
- This subject supports students working in Design and Technology subjects in Years 10, 11 and 12.

AREA 2 - HACK YOUR APP (DIGITAL TECHNOLOGIES)

Course Description:

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 ie designing computer algorithms, computer programming/coding, data analysis and visualisation, computer networking. Students consider human interaction with networked systems and 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.

Content:

1. Computer networks and protocols.
2. Data Driven Innovation Data from individuals and connected technologies is used to inform society, businesses, industry and governments. Smart phones can be used to collect data and contributes to a person's digital footprint.
3. App Development using Object oriented

Programming.

Designing a digital game would give students the opportunity to learn and refine their object-oriented programming (OOP).

4. Project Management design process namely:
 1. Defining;
 2. Designing;
 3. Implementing;
 4. Evaluating and documentation associated with a software project.

Assessments

1. Programming Exercises (National Computer Science School Grok Academy and CSIRO)
2. App Development using Python programming language/Interactive web page design.
3. Gov Hack Open Data Competition (Semester 2)
4. Project Robot Athletics using BBC Micro-Bit based robotic assembly
5. Cybersecurity Challenges

Cost

\$30.00 - \$40.00 for subscription to Grok Academy. (*Additional cost \$25-30 for a BBC Micro-Bit (microcomputer))

Learning Intention

The following list of topics/skills would be covered throughout the semester:

- Digital systems
- Collection, management and analysis of data
- Collaboration using online tools
- Creating digital solutions using computer programming
- Data protection, privacy and planning and implementation for cyber safety

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AREA 3 - LIGHTS! CAMERA! ACTION! (DRAMA)

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

Assessment:
Students will be assessed on participation, script writing/storyboard, and their version of their group's short film.

Learning Intention:
By the end of this course, students will understand the process of scriptwriting, storyboarding, filming and editing a short film. They will have developed their performance skills and creativity by working collaboratively with other members of the class. This subject leads well into studying Drama in Year 10.

AREA 3 - PAGE TO STAGE (DRAMA)

Course Description:
Does your child have something important to say? This course gives them the opportunity to develop their own play! Drama can be a wonderful tool for communication and as a catalyst for change. Students will develop public speaking skills and express themselves through exploring issues-based theatre and developing their own performance piece. They will also study the methods of different theatre practitioners from around the world, to inform and develop their stagecraft skills.

Assessment:
Students will be assessed on participation, performances, investigations and self-reflections.

Learning Intention:
By the end of this course, students will have developed presentation skills, created performances that are consistent with situation, dramatic forms and performance styles, to convey status, relationships and intentions. Students will understand dramatic meaning for theatrical effect. This subject leads well into studying Drama in Year 10.

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. ShineFM 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 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.

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AREA 3 - SPORTS JOURNALISM - WIDE WORLD OF SPORTS (MEDIA ARTS)

Course Description:

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.

This course will enable students to develop their skills and understanding of video production, photography and cross media production. It will offer students a contemporary vocational/study pathway with an emphasis on creativity, community awareness, and collaboration with industry and practical learning.

Assessment:

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

Learning Intention:

By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, 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 - FILM PRODUCTION (MEDIA ART)

Course Description:

In this course, students will co-construct their own learning based around their interests and abilities. This course is developed so that minimal experience in film making is necessary however students are required to produce some content on their own devices. 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 students will be supported to develop links with the wider community and will actively participate in documenting and promoting a wide variety of College events, capturing the authentic voice of students at the College. Animation and Film Making will enrich students learning, exciting their imagination and enabling them to utilise the skills learnt across other subject areas.

Assessment:

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

Learning Intention:

By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, 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.

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AREA 4 - MUSIC SNAPSHOT (MUSIC)

Course Description:
Music Snapshot gives students an opportunity to learn about composing, analysing, musical styles and music notation. Designed for students with an interest in music, students will be engaged in a variety of music tasks to inspire them in their pursuit of musical knowledge.

- Assessment:**
- Arrangement task of a popular song using music notation software
 - Listening journal (weekly analysis and reflection of a song)
 - Weekly aural dictation exercises (listening and responding)
 - General music theory that underpins and supports content, at or above, Australian Curriculum standards.
 - The Blues - a unit of study

Learning Intention:
By the end of the course, students will have extended their knowledge in musical theory, composition and arranging, and musical styles. Completion of this course leads to secondary school music studies and into SACE Music subjects.

AREA 4 - THE SONG, THE STAGE, THE STUDIO (MUSIC)

Course Description:
Students choose from one of two focus areas that run simultaneously and collaboratively:

- Composition
- Technology

The Composition focus enables students to create an original composition through a series of tutorials, exercises, and experiences that will challenge the song writer with regards to musical content and lyrics.

The Technology focus enables students to use 'Reaper DAW' (recording software used in professional studios) and become trained in PA system components to develop the skills to be able to run a live sound event.

- Assessment:**
- Original composition task - includes lyrics and a notated score
 - Aural dictation exercises
 - Reaper DAW (Digital Audio Workstation) recording software assessment tasks
 - Assessed participation in PA equipment and tutorials/exercises

Learning Intention:
By the end of this course, students will appreciate the music industry through engaging and developing skills to use technology in a musically rich environment. In doing so, they will have extended their music theoretical knowledge. This course leads into studying music in the Senior School.

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AREA 5 - HIGH PERFORMANCE SPORTS PROGRAM

Choose From: AFL, netball, basketball, cricket (Semester 2 only), football (soccer) / hockey (Semester 1 only) or high performing athletes

Course Description:
A head coach for each sport will be allocated to all student-athletes. Students will complete specialist coaching within their chosen sport which aims to improve their sport-specific fitness, skill development and game sense. Student-athletes will receive an individualised strength and conditioning program as well as specialist sessions dedicated to recovery methods. The program will also provide further opportunities for student-athletes to engage with successful state and national athletes, coaches and experts via workshops, skill sessions and online connections. Student-athletes performing at a state or national pathway will receive support for skill/strength and conditioning development as well as academic progress.

Assessment:
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 per semester plus a uniform fee (if required). To gain the full benefits of the specialist sport coaching and monitoring, we highly recommend the purchase of a heart rate/GPS watch. This will allow students to collect data, manage fitness and fatigue levels and learn in real time how their body functions. This tool will provide an invaluable resource to support and motivate your child to take authentic ownership of their training and performances.

Learning Intention:
The aim is that after their high performance sports education all students are capable and proficient to operate in a high performance training environment and for them to be physically, technically and tactically prepared and competent to continue their sporting journey. Students will also explore potential career paths open to them in the sporting industry.

AREA 5 - SHINE IN CHINESE (LANGUAGES)

Prerequisites: Evidence of competency of Year 8 Chinese

Course Description:
Students continue to develop their abilities to use and understand Chinese language and to develop their intercultural understanding. 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 with others. 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 Chinese gives students an excellent grounding in grammatical understanding and communication skills that will provide for them a good grounding to study Chinese in Senior School.

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

- Listening and responding
- Reading and text production
- Interaction and oral presentation
- Research Project

Learning Intention:
Students discern differences in patterns of sound and tone. They apply knowledge of character components to assist their understanding of new characters and words encountered. They analyse grammatical rules and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese. They are aware of issues relating to translating between Chinese and English.

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AREA 5 - ITALIAN TWO CULTURES, ONE SOUL: (LANGUAGES)

Prerequisites: Minimum of 2 years of Italian language learning advised.

Course Description: This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information and to express feelings and opinions.

They develop strategies for self-correction by referencing to their developing understanding of grammar and context.

They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression.

Assessment: Each term, students will engage with two summative assessment tasks and 1 formative task. One summative task will be a verbal assessment task and one will be written task. The formative task will be a project about Italian culture and/or a cooking class. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

Learning Intention: The key learning intentions for this year are to build student understanding of Italian language and culture and confidence in speaking and using Italian, to understand that there are many similarities and differences between Italian and Australian language and culture.

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.

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.

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.

Assessment: Assessment type 1: Practical exploration

- Coaching task
- Officiating- laws of the game

Assessment type 2: Investigation

- Digital portfolio
- Global sporting event presentation

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.

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VOCATIONAL EDUCATION AND TRAINING (VET) - ACADEMY OF HOSPITALITY

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 the South Australian Certificate of Education (SACE) students can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.

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 in Year 10, 11 & 12.

The following course is available to Year 9 students:

ACADEMY OF HOSPITALITY (CERTIFICATE II)

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

SACE Credits: Minimum 20

Duration of Course: 2 years for the full certificate.

Course Description:

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.

Assessment:

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

Year 1:

- Work effectively with others;
- Source and use information on the hospitality industry;
- Interact with customers;
- Show social and cultural sensitivity;
- Use hospitality skills effectively;
- Use 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.

Year 2:

- Prepare and serve espresso coffee;

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

Cost:

\$195.00 per year for course and training materials.
\$65.00 Uniform fee which becomes the property of the student (this is an approximate cost and will be adjusted accordingly). Some second hand uniforms may be available to purchase. Covered leather school shoes or safety boots are also mandatory. Excursion costs as required.

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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:

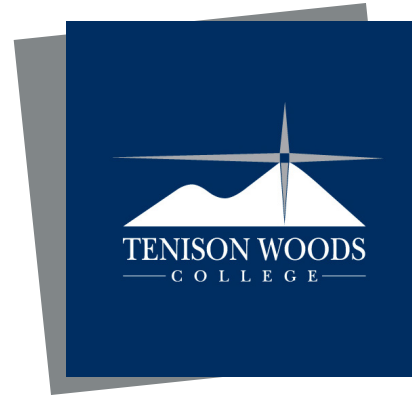
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Your Subject or Pastoral Care teacher

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