

YEAR 8 CURRICULUM

HANDBOOK

2024



PRINCIPAL'S WELCOME

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

What's in a Name?

The Gilap Wanga - *Ngula wangingi mraata ba wanginyi* Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for *Ngula wangingi mraata ba wanginyi* 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 and nurtured differently.

This commitment to individualisation and challenge culminates in the 9SHINE 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 wanginyi* 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 wanginyi* 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

- [Principal's Welcome 1](#)
- [Year 8 Curriculum Overview . 2](#)
- [Year 8 Curriculum Specialist Subjects 3](#)
- [Personal Development and Wellbeing 4](#)
- [Future Thinking 4](#)
- [Global Perspectives 5](#)
- [Health & Physical Education . 5](#)
- [Languages 6](#)
- [Area 1 8](#)
- [Area 2 11](#)
- [Area 3 15](#)
- [Area 4 17](#)
- [Subject Selection Timeline . 23](#)



YEAR 8 CURRICULUM OVERVIEW

8 COMMUNITY

PERSONAL DEVELOPMENT AND WELLBEING

FUTURE THINKING

- Mathematics • Science

GLOBAL PERSPECTIVES

- Religious Education • English
- Humanities and Social Sciences

HEALTH & PHYSICAL EDUCATION

- Health and Physical Education or HPSP Academy

LANGUAGES

- Italian • Chinese

SPECIALIST SUBJECTS

- One selection from Area 1, 2 and 3.
- Five additional choices from Area 1, 2, 3 or 4.

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

YEAR 8 CURRICULUM SPECIALIST SUBJECTS

AREA 1 - CHOOSE 1

GAME ON

Creative Arts

PUT THE T IN SHIRT

Creative Arts

LOOK HUE'S TALKING

Visual Arts

PICTURE THIS!

Visual Arts

ART FOR ANTS

Visual Arts

AVATARS ARE US

Creative Arts

AREA 2 - CHOOSE 1

CLEVER CARPENTRY

Design & Technologies

PLASTIC FANTASTIC

Design & Technologies

BATTLE BOTS

Digital Technologies

FUSION FACTORY

Digital Technologies

AN INTRODUCTION TO

DIGITAL TECHNOLOGIES

Digital Technologies

GRILL MASTERS

Food Technologies

THE GREAT TWC BAKE-OFF

Food Technologies

AREA 3 - CHOOSE 1

BRINGING THE STAGE TO LIFE

Drama

FILM PRODUCTION

Media Arts

SHINE FM Media Arts

AREA 4 - OPTIONAL CHOICES

MUSICAL

Drama (Semester 2 only)

MUSICAL PROPS TO YOU

Drama / Design & Technologies

(Semester 2 only)

BOYS FIT FOR LIFE HPE

GIRLS FIT FOR LIFE HPE

(Semester 1 only)

AFLW HPE (Semester 2 only)

OUTDOOR AND ENVIRONMENTAL EDUCATION HPE

ADVANCED MUSIC

Music

HIT IT!

Music

U-CAN-LELE A

Design & Technologies / Visual Arts (Semester 1 only)

U-CAN-LELE B

Music (Semester 2 only)

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

Religious Education

YEAR 8 CORE CURRICULUM

PERSONAL DEVELOPMENT AND WELLBEING

Personal Development and Wellbeing 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 Personal Development and Wellbeing 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 draws upon a variety of resources to deliver engaging and appropriate content that meets Child Protection Curriculum, which includes school visits by local experts, and online courses, in addition to our weekly class teacher led discussions and activities.

Personal Development and Wellbeing 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)

Learning Intention:

- Students will develop organisational skills, including goal setting, planning and study skills.
- Students will explore topics about building positive relationships and increasing awareness of protective strategies.
- Students will gain stronger understanding of self, of others and develop skills in building resilience and increasing personal wellbeing.

Assessment:

A formative task will be assessed each term for students to demonstrate the skills of organisation and goal setting, wellbeing, cyber-safety and protective strategies.

[Principal's Welcome](#) 1

[Year 8 Curriculum Overview](#) 2

[Year 8 Curriculum Specialist Subjects](#) 3

[Personal Development and Wellbeing](#) 4

[Future Thinking](#) 4

[Global Perspectives](#) 5

[Health & Physical Education](#) 5

[Languages](#) 6

[Area 1](#) 8

[Area 2](#) 11

[Area 3](#) 15

[Area 4](#) 17

[Subject Selection Timeline](#) 23

FUTURE THINKING

Course Description:

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

Students engage in a series of mathematical units which combine STEM thinking, to engage and develop mathematical skills.

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
- Measurement
- Algebra
- Space
- Statistics
- Probability

Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry

Assessment:

Students receive an overall Future Thinking grade which is broken down into

- Mathematics
- Science

Assessment tasks are a combination of integrated and stand alone skills, including tests, reports, research, using evidence and peer reviews.

YEAR 8 CORE CURRICULUM

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.

- Religion – The Mission of God and How it Matters, What is Truth?, Ordinary People and Extraordinary Actions and the Big Questions of Religion.
- English – Class novel study, Exploring and Creating texts, Poetry, Short Stories, Low Stakes Writing and Book Club.
- Geography – Urbanisation and the news, Landforms and Landscapes, History - Is the past still the past?
- Economics and Business – Ethical Entrepreneur

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.

HEALTH & PHYSICAL EDUCATION

The Year 8 curriculum enables the development of skills and strategies that will help students make informed decisions to promote their own and others' health, safety, wellbeing and physical activity participation. The course provides opportunities for students to develop and apply positive personal and social skills to establish and maintain respectful relationships while promoting fair play, resilience and inclusivity.

Students will develop specialised movement skills and concepts delivered through a variety of physical activity settings and will explore the role that games, sports, rhythmic and expressive activities and outdoor recreation activities have in living a healthy and active lifestyle.

The following focus areas will be addressed in Year 8:

- Lifelong physical activities
- Games and sports
- Alcohol and drugs
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and online safety
- Fundamental movement skills

In Year 8 all students complete the same theoretical assessments. Practical based learning allows students to choose between Core Health and Physical Education or one of several specialised sports in the Sports Academy.

Sports Academy sports include:

- Netball
- Basketball
- AFL/AFLW
- Football (Soccer)
- Hockey
- Cricket
- Dance
- Tennis

All year 8 's regardless of their HPE stream will complete an Athletics unit at the commencement of Term 1.

Assessment:

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

Learning Intention:

- 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.

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

YEAR 8 CORE CURRICULUM - LANGUAGES

ITALIAN - THE DAYS OF MY LIFE (CONTINUERS)

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.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

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.

YEAR 8 CORE CURRICULUM - LANGUAGES

CHINESE - FOOD, FAMILY AND FUN

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.

Assessment:

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.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

YEAR 8 - SPECIALIST SUBJECTS

AREA 1 - GAME ON (CREATIVE ARTS)

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 you 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:

- Pacmans Ghost - 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.

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

AREA 1 - PUT THE T IN SHIRT (CREATIVE ARTS)

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 Tiltbrush 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

Learning Intention:

- Copyright and plagiarism - is that cool?
- Develop your skills and techniques using the industry's leading software Adobe Photoshop and Illustrator.

YEAR 8 - SPECIALIST SUBJECTS

AREA 1 - AVATARS ARE US (CREATIVE ARTS)

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. Firstly brainstorm a storyboard and script. Create an avatar of yourself in Adobe Illustrator and animate it through live motion animation with Adobe Character Designer. 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.

Learning Intention:

- Focus on 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.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

AREA 1 - PICTURE THIS (VISUAL ARTS)

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.

YEAR 8 - SPECIALIST SUBJECTS

AREA 1 - ART FOR ANTS (VISUAL ARTS)

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. 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, and plinths 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 frames and other gallery accessories.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) . 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) . 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) . 23

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

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. Construct your own paints, pens, brushes, papers and use these to create art. Time to get inventive!

Assessment:

- Folio of artistic skill development
- History of pigments investigation
- Development of art materials
- Practical work

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.

YEAR 8 - SPECIALIST SUBJECTS

AREA 2 - CLEVER CARPENTRY (DESIGN & TECHNOLOGIES)

Course Description:

In Clever Carpentry discover how to plan, produce, and evaluate two woodworking projects using a wide variety of tools and machines. In this subject you will be taught how to join multiple pieces of timber together using traditional and modern processes, as well as, use hand tools, machines and jigs to complete your project. Throughout the semester you will learn how to work with timber at a fundamental level including professional finishing techniques that will ensure your timber project looks great and lasts a lifetime. By the end of this course you will be equipped with the skills, knowledge and understandings needed to conquer any woodworking project you wish to make in the future.

Content:

- Design and manufacture a project using wood.
- 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'
- Safely use different tools and machines to achieve your final product.

Assessment:

Students will complete a range of summative and formative assessments aligned to the Design & Technology curriculum. This includes planning a project, documenting ideas and thoughts, and evaluating products in a folio format.

Curriculum:

- Assessment 1 – Onguard online safety training (mandatory pass)
- Assessment 2 – Woodworking practise joint and Product Record (50%)
- Assessment 3 – Four-joint picture frame and Evaluation (50%)

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) . 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) . 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) . 23

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 - 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.

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.

[Principal's Welcome](#) 1

[Year 8 Curriculum Overview](#) . 2

[Year 8 Curriculum Specialist Subjects](#) 3

[Personal Development and Wellbeing](#) 4

[Future Thinking](#) 4

[Global Perspectives](#) 5

[Health & Physical Education](#) . 5

[Languages](#) 6

[Area 1](#) 8

[Area 2](#) 11

[Area 3](#) 15

[Area 4](#) 17

[Subject Selection Timeline](#) . 23

YEAR 8 - SPECIALIST SUBJECTS

AREA 2 - AN INTRODUCTION TO DIGITAL TECHNOLOGIES (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 website development through HTML and CSS.
- Learning algorithms, computational thinking, and programming skills by using tools like Flowchart and JavaScript.
- Learning advanced features of Excel to visualise, interpret and present data analysis including but not limited to Excel Formulas and Conditional Formatting

Learning Intention:

- Website Building
- Programming Challenges
- Spreadsheet Booklet

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

AREA 2 - GRILL MASTERS (FOOD TECHNOLOGIES)

Students will explore a collection of succulent meats from around the world. Students will be introduced to 'game' meats which are sourced from a local butcher in town. Students will take part in some of the best cooking methods known including grilling, smoking, roasting, broiling and pan-frying. Unique and brand-new cooking technology will be available for students to be used for cooking their meats. Units covered consist of meat investigation, diet research, hygiene & safety procedures, cooking terminology and food presentation.

Content:

- Apply professional safety to practical activities
- Evaluate safety standards and emulate them in practical lessons
- Reflect on cultural, environmental and sustainable impact on food and hospitality

- Work individually and collaboratively
- Gain knowledge and understanding of the principles of food safety, preservation, preparation, and food solutions
- Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre

Assessment:

- OnGuard
- Practical Application
- Meat Investigation
- Diet Debate

YEAR 8 - SPECIALIST SUBJECTS

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

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, learn basic ingredients and their functions involve 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 cultural, environmental and sustainable impact on food and hospitality
- Work individually and collaboratively
- Gain knowledge and understanding of baking goods and techniques

Assessment:

- OnGuard
- Practical Application
- Baking Agents task
- Action plan, workflow plan and evaluation
- Folio

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

YEAR 8 - SPECIALIST SUBJECTS

AREA 3 - BRINGING THE STAGE TO LIFE (DRAMA)

Course Description:

Are you drawn to the world of heroes and villains? "Bringing the Stage to Life" allows students to explore the world of heroes and villains, unleashing their creativity on stage. Students will develop skills for character development, focusing on physicality, vocal qualities, and inner life. Through improvisation and character analysis, students will create complex and multifaceted characters. The class covers vocal projection, physicality, stage presence, and blocking, helping students create captivating performances. Students will learn about theatre elements like lighting, sound, and set design to enhance their work. Understanding the history and evolution of drama, they will gain appreciation for the art form. This is your call to become the main character of your story!

Assessment:

Students will be assessed on participation, working collaboratively with small groups to devise original performances and investigation tasks.

Learning Intention:

By the end of the course, students will have a clear understanding of the elements of drama and how they are used when creating a performance. Students will develop their performance skills and creativity by working collaboratively with other students. This subject will give students a strong understanding and knowledge of drama for continuing into Year 9.

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

YEAR 8 - SPECIALIST SUBJECTS

AREA 3 - FILM PRODUCTION (MEDIA ARTS)

Course Description:

Students will be the developers of their own film products and animations. 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 cinema.

The unit develops the students' understanding of various theories such as 'The Hero's Journey' which encourages students to develop characters and stories. They will undertake critical and creative work, including writing, storyboarding, film making, sound design and editing. Students will examine the power of editing and create their trailer adaption, foley soundtrack and short films. Animation and Film Making will enrich students learning, exciting their imagination and enabling them to utilise the skills learnt across other subject areas.

Content:

- Learn story principles (structure, intent, characters, settings, points of view and genre conventions)
- 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 will create a movie, trailer, short film and original foley. They produce formative assessment pieces on specific skill sets, with their summative piece being their major work and final film.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

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, Shine FM is your only choice!

Shine FM 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.

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - MUSICAL (DRAMA) (SEMESTER 2 ONLY)

Course Description:

Do you want a chance to be part of a big production? Musical provides the opportunity for you to be part of the team that puts on a show at the Sir Robert Helpmann Theatre in Term 4! Learn more about how a production is prepared; and take part in the whole process - from painting sets to acting out on stage! So, peek behind the curtain and live out your Broadway dreams with us!

Assessment:

Evidence of student learning will be through:

- Their participation/performance in the Musical
- A research task about musical theatre OR a hypothetical design task for the production;
- Formative assessments along the way

Learning Intention:

By the end of this course, students will have a deeper understanding of the offstage roles in Drama. They will have developed their performance skills and creativity by working collaboratively with other members of the class. They will have a deeper understanding of the genre of musical theatre, and some of the different performance styles and techniques. This subject leads well into studying Drama in Year 9.

AREA 4 - MUSICAL PROPS TO YOU (DRAMA/DESIGN AND TECHNOLOGIES) (SEMESTER 2 ONLY)

Course Description:

Do you want a chance to be part of a big production? Ever wanted to see your work being used onstage? 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 be working from the Musical script 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; and then the props will be used onstage during the Tenison Woods College Musical performance at the Sir Robert Helpmann Theatre in Term 4!

Assessment:

- Their practical participation
- Design development folio (including to-scale design)
- Research
- Mock model
- Final product (prop)
- Mandatory On Guard 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 both Drama and Technology in Year 9.

[Principal's Welcome](#) 1

[Year 8 Curriculum Overview](#) . 2

[Year 8 Curriculum Specialist Subjects](#) 3

[Personal Development and Wellbeing](#) 4

[Future Thinking](#) 4

[Global Perspectives](#) 5

[Health & Physical Education](#) . 5

[Languages](#) 6

[Area 1](#) 8

[Area 2](#) 11

[Area 3](#) 15

[Area 4](#) 17

[Subject Selection Timeline](#) . 23

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - OUTDOOR AND ENVIRONMENTAL EDUCATION (HEALTH AND PHYSICAL EDUCATION)

Course Description:

The Year 8 Outdoor and Environmental Education elective provides students with an opportunity to develop and build their skills and knowledge surrounding participation in outdoor activities, as well as their appreciation and care for our natural world. Students will discover the health and wellbeing benefits of participating in outdoor activities, including increased resilience, personal growth, teamwork and leadership.

The course culminates with an adventure caving and surfing expedition, where students apply the skills they have developed in the classroom.

Content:

- Campcraft
- Trangia cooking
- Menu Planning
- Leave no Trace Principles
- First Aid
- Group dynamics
- Risk management
- Connection and care for Country

Assessment:

Evidence of student learning will be through a reflective journal after the camp experience, a Minimal Impact/ Leave no Trace presentation and practical campcraft grade.

Learning Intention:

- Students develop passion for participating in outdoor activities and experiences.
- Students demonstrate care and respect for our natural environment whilst understanding the importance of doing so.
- Students understand the importance of maintaining positive health and wellbeing, and the role these experiences can have in impacting individuals positively.

Cost:

\$180 approximately
This includes transport, campsite, surfing lessons and adventure cave tour.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) . 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) . 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) . 23

AREA 4 - BOYS FIT FOR LIFE

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 males through a variety of experiences including off campus Yoga, Pilates, local walking trails, disc golf, 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 male delivered by specialised male 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 will use a mixture of the Barrie Holmes Stadium, general classrooms and local fitness centres.

The following focus areas will be addressed:

- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Lifelong physical activities

Assessment:

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

Learning Intention:

- 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.

Cost:

\$150 approximately

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - GIRLS FIT FOR LIFE (SEMESTER 1 ONLY)

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 males through a variety of experiences including off campus Yoga, Pilates, local walking trails, disc golf, 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.

The following focus areas will be addressed:

- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Lifelong physical activities

Assessment:

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

Learning Intention:

- 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.

Cost:

\$150 approximately

[Principal's Welcome](#) 1

[Year 8 Curriculum Overview](#) . 2

[Year 8 Curriculum Specialist Subjects](#) 3

[Personal Development and Wellbeing](#) 4

[Future Thinking](#) 4

[Global Perspectives](#) 5

[Health & Physical Education](#) . 5

[Languages](#) 6

[Area 1](#) 8

[Area 2](#) 11

[Area 3](#) 15

[Area 4](#) 17

[Subject Selection Timeline](#) . 23

AREA 4 - AFLW (SEMESTER 2 ONLY)

Course Description:

Students are provided the opportunity to enhance their game understanding, decision making and skill development. Participation in this course aims to promote personal growth and development.

The course will focus on:

- Skill Development and Refinement – female students will evaluate and refine their fundamental handball and kicking techniques through form drills.
- Tactical Awareness, Game Scenario's, and Match Simulation – female students will use knowledge and skills gained through their skill development in game-based play increasing their experience in match like conditions.
- Personal Growth and Development – strength and conditioning that is centred around AFLW fitness factors will be explored introducing female students to resistance-based training techniques and training principles/methods.

Assessment:

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

Learning Intention

- To provide opportunities for students to develop their fundamental movement skills and game awareness in Australian Rules Football.
- To encourage all students to become physically confident in order to build resilience and embed values such as respectful relationships, pride and life-long learning.

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - HIT IT (MUSIC)

Begin your percussion journey with exhilarating percussion styles and fast paced beats. Students will experiment with and create music using drum corps drums, percussion instruments, drum kit and body percussion. This practical subject will teach basic theory concepts and apply them to percussion instruments. A great chance to work with others in a practical, team based learning environment.

Assessment:

Students can demonstrate their evidence of learning through the following assessments.

- Class performance
- Demonstration of instrumental techniques and concepts

Learning Intention:

By the end of this course students will have learnt to work in a musical ensemble. They will have an appreciation of techniques and concepts relevant to various percussion. Students will have developed an understanding of relevant music terminology.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) . 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) . 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) . 23

AREA 4 - ADVANCED MUSIC (MUSIC)

This course is designed to unlock student's musical creativity and potential with an emphasis on extending students with a strong interest in music. Students will work through tasks such as Foley design (movie music), composition, aural awareness, music technology, musicianship skills and ensemble work. It is preferable for students to be currently receiving (or willingness to commence) individual or ensemble music tuition. Students are encouraged to be involved in our extra-curricular music program.

Assessment:

Students can demonstrate their learning through the following assessments

- Foley design (movie music)
- Ensemble Performance
- Musicianship tasks
- Composing

Learning Intention:

By the end of Year 8 Music, students will have created, analysed and composed music. This course will further assist student's musicianship and will assist them to continue their musical education into Year 9 Music.

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - U-CAN-LELE (A) (DESIGN & TECHNOLOGIES / VISUAL ARTS) (SEMESTER 1 ONLY)

Course Description:

If you like building, decorating and music, then you should join our U-Can-Lele subject.

In Semester One U-Can-Lele (A) students will build and decorate their ukulele, spending one term on assembly and another on decoration. Students will work with specialist teachers in woodwork and visual art.

Assessment:

- Product record of building process
- Conceptualisation of visual ideas for your artwork
- Final technical skill in artistic composition

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 and creative and technical skills in art.

Cost:

\$35. This covers ukulele kit, painting and building materials.

- [Principal's Welcome](#) 1
- [Year 8 Curriculum Overview](#) 2
- [Year 8 Curriculum Specialist Subjects](#) 3
- [Personal Development and Wellbeing](#) 4
- [Future Thinking](#) 4
- [Global Perspectives](#) 5
- [Health & Physical Education](#) 5
- [Languages](#) 6
- [Area 1](#) 8
- [Area 2](#) 11
- [Area 3](#) 15
- [Area 4](#) 17
- [Subject Selection Timeline](#) 23

AREA 4 - U-CAN-LELE (B) (MUSIC) (SEMESTER 2 ONLY)

Course Description:

If you have built a ukulele at school, have one at home, or have always wanted to buy one then come and learn how to play it.

In Semester Two U-Can-Lele (B) students will learn to play the ukulele, play chords, tunes and learn how music is structured.

This course is predominantly for beginners and students will also apply their ukulele skills to electric guitar and electric bass guitar. Students will work with a specialist music teacher.

Assessment:

Students can demonstrate their evidence of learning through the following assessments:

- How to play the ukulele
- Learning tunes and performing to young children
- Structuring your own composition

Learning Intention:

By the end of the semester, you will be able play ukulele. You will have developed performance skills, ensemble skills and musicianship skills.

Cost:

If you do not own your own ukulele, you can purchase one from a retail outlet.

YEAR 8 - SPECIALIST SUBJECTS

AREA 4 - GO M.A.D. (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.

Principal's Welcome	1
Year 8 Curriculum Overview	2
Year 8 Curriculum Specialist Subjects	3
Personal Development and Wellbeing	4
Future Thinking	4
Global Perspectives	5
Health & Physical Education	5
Languages	6
Area 1	8
Area 2	11
Area 3	15
Area 4	17
Subject Selection Timeline	23

SUBJECT SELECTION TIMELINE



2024 Pathways and Careers Expo



**2024 Year 7/8 Subject Finalisation,
Mary MacKillop Memorial School
Penola. 4:30pm - 5:30pm.**



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



**2024 Year 7/8 Subject Finalisation,
Naracoorte Town Hall 6:30pm - 7:30pm.**



**2024 Year 7/8 Subject Finalisation,
St Anthony's Catholic Primary
School Millicent. 5:00pm - 6:00pm.**



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



**Webchoice Opens
Year 7, 8 & 9 2024 Subject Selections in
Webchoice - current students**



*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

LET
YOUR
light
SHINE

[Principal's Welcome](#) 1

[Year 8 Curriculum Overview](#) 2

[Year 8 Curriculum
Specialist Subjects](#) 3

[Personal Development and
Wellbeing](#) 4

[Future Thinking](#) 4

[Global Perspectives](#) 5

[Health & Physical Education](#) 5

[Languages](#) 6

[Area 1](#) 8

[Area 2](#) 11

[Area 3](#) 15

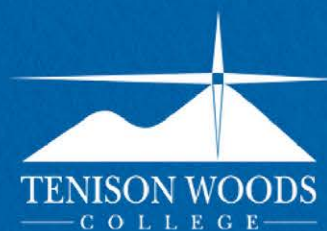
[Area 4](#) 17

[Subject Selection Timeline](#) 23



YEAR 8 CURRICULUM 2024

2024



Tenison Woods College
Early Learning - Year 12
Co-Educational Catholic College

Corner of Shepherdson Road &
White Avenue, Mount Gambier

t: (08) 8725 5455
e: info@tenison.catholic.edu.au
w: www.tenison.catholic.edu.au