

YEAR 9 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 Mezinac | Principal

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YEAR 9 CURRICULUM OVERVIEW

9 CONNECTION

9SHINE

- Personal Development and Wellbeing

FUTURE THINKING

- Mathematics • Science

GLOBAL PERSPECTIVES

- Religious Education • English
- Humanities and Social Sciences

HEALTH AND PHYSICAL EDUCATION

- Health and Physical Education • HPSP Academy

SPECIALIST SUBJECTS

Choose any 4 subjects

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YEAR 9 - SPECIALIST SUBJECTS

DIGI-BRUSHSTROKES

Creative Arts

ANIMATOR

Creative Arts

PROJECT MURAL

Visual Arts

POSTCARDS

Visual Arts

PROJECT RUNWAY

Child Studies

CARPENTRY ACADEMY

Design & Technologies

METAL TECHNOLOGIES

Design & Technologies

PRECIOUS PLASTIC

Design & Technologies

FOOD TRUCKS

Food Technologies

INSTAWORTHY

Food Technologies

THE ART OF PERFORMANCE

Drama

MUSICAL

Drama (Semester 2 Only)

FILM - HOLLYWOOD FOCUS

Media Arts

SHINE FM

Media Arts

SPORTS JOURNALISM -

WIDE WORLD OF SPORTS

Media Arts

MUSIC SNAPSHOT

Music

ACADEMY OF HOSPITALITY

VET

CHINESE OR ITALIAN

Languages

AGRICULTURE

Design & Technologies

BUILD YOUR

OWN BOT

Digital Technologies

DIGITAL

TECHNOLOGY -

CONTINUING

THE JOURNEY

Digital Technologies

MANUFACTURED

DESIGN

Digital Technologies

BON APPÉTIT,

IT'S TIME TO EAT

Food Technologies

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YEAR 9 CORE CURRICULUM

9SHINE

9SHINE is a year-long learning experience and a unique educational adventure that teaches valuable life skills in gratitude, resilience, perseverance, and selflessness. 9SHINE is viewed as a step or rite of passage to a rewarding adult life.

Through 9SHINE, Tenison Woods College students will develop personal qualities beyond those possible in a traditional schooling environment whilst developing their over-arching sense of community. 9SHINE combines Personal Development, Wellbeing and Outdoor Curriculum as well as offering many other cross-curricular Indigenous perspectives.

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 Child Protection Curriculum and student needs. The 9Shine Program will be highlighted with a 7-day/6-night outdoor experience on the Great South West Walk on the Southwest Coast of Victoria, requiring students to utilise the resiliency skills learnt throughout the course.

Assessment:

Students will participate in a range of multi modal assessments looking at our themes of gratitude, empathy and mindfulness on a deeper level. Students will also explore Outdoor Education themes including connection and care for Country, as well as their personal development of organisation and goal setting, health, safety and wellbeing.

Learning Intention:

9SHINE expands student's knowledge, understanding and skills to help them achieve successful outcomes in modern society.

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FUTURE THINKING

Course Description:

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

Students engage in a series of units which combine STEM thinking, to engage and develop mathematical and science 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 9 CORE CURRICULUM

GLOBAL PERSPECTIVES

Course Description:

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:

- Religion – Identity and Faith, Caring for our Common Home, What’s our Christian Story? Are we all called to follow in the footsteps of the Saints? Walking in Solidarity, Forgiveness and Reconciliation, Moments of Grace and The Big Questions of Religion.
- English – Book Club, Low Stakes Writing, Exploring and Creating Texts, Persuasive language, Shared novel text study, Poetry, Documentaries, Science Fiction and Short stories
- History - Making a Nation, WW1
- Geography - Biomes and Food Security, Geographies of interconnection

Learning Intention:

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 9 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 9:

- Lifelong physical activities
- Alcohol and drugs
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Fundamental movement skills
- Food and nutrition
- Challenge and adventure activities

In year 9 all students complete the same theoretical assessments. Practical based learning allows students to choose between Core Health and Physical Education or a specialised class within the Sports

Academy.

Sports Academy sports include:

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

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.
- The aim is that after their Sports Academy 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.

Cost:

\$100 per semester and an Academy t-shirt is to be purchased if students don’t already have one.

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YEAR 9 - SPECIALIST SUBJECTS

DIGI-BRUSHSTROKES (CREATIVE ARTS)

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', 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. Concept art is widely popular, particularly in the entertainment industries. Concept artists create visual representations of characters, environments and objects to convey ideas and concepts for movies, video games, animations and more.

Assessment:

- Concept Art Character Portraits - 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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ANIMATOR (CREATIVE ARTS)

Course Description:

'Animator' allows the fusion of art and motion come into the realm of animation. It is a subject where vibrant and imaginative stories come to life through the creative use of shapes, image, colour and movement. Animation is an artistic expression, just like using an artist's canvas.

The difference is that this is enlivened by the magic of motion. Individually developed characters, landscapes, and narratives are crafted and animated, offering a rich and visually captivating learning experience.

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
- Research Project – Personal choice project

Learning Intention:

'Animator' provides students a comprehensive learning experience, combining technical skills with artistic expression, storytelling, collaboration and critical thinking. It will empower students to become animators, nurturing their creativity while equipping them with valuable skills applicable to other subjects, the entertainment industry and beyond. Students will be able to manipulate the tools and use the creative arts processors involved in completing their own animations.

YEAR 9 - SPECIALIST SUBJECTS

PROJECT MURAL (VISUAL ARTS)

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.

POSTCARDS (VISUAL ARTS)

Course Description:

Through this course, you will explore art from around the world and create 2-Dimensional and 3-Dimensional works of art developing your practical skills across a range of mediums.

Assessment:

- Folio of theory
- Folio of practical

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.

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

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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

YEAR 9 - SPECIALIST SUBJECTS

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 - OnGuard Online Safety Training
- 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%), major product Jointers Mallet (25%)

Learning Intention:

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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METAL TECHNOLOGIES (DESIGN & TECHNOLOGIES)

Course Description:

In Metal Technologies you will discover how metal is made, where it comes from and how we use it in modern society. You will be shown how to apply a variety fundamental metal working processes such as measuring, cutting, joining, and manipulating different types of metals, to create two practical products. Using the design process you will research, plan, and create a 'metal identification tag' and an 'upcycled metal sculpture' while documenting your thoughts and experiences in a multimodal folio. Metal-working hand tools such as hammers, letter punches, pliers and tin snips, as well as power tools including, cordless drills, metal shears and pop rivet guns will assist you in completing each project. Finally, you will be taught how to skilfully 'finish' metallic materials by using a variety of essential metal working processes, techniques and applications.

Content:

- Learn about workshop safety, PPE, and machine awareness.

- Select and use appropriate technologies safely and skilfully.
- Research, design, and plan metal projects working from a design brief.
- Create metal products using hand tools, machines and fundamental metal working processes and techniques.
- Analyse and evaluate experiences, techniques, and final products.

Assessment:

Evidence of student learning will be through:

- OnGuard Workplace Safety Training (Mandatory Pass)
- Minor Product "Metal Identification Tag" and Product Record (50%)
- Major Product "Upcycled Metal Sculpture" and Design Development Folio (50%)

YEAR 9 - SPECIALIST SUBJECTS

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 multiple 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

DIGITAL TECHNOLOGY - CONTINUING THE JOURNEY (DIGITAL TECHNOLOGIES)

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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 also develop an understanding of Artificial Intelligence and apply relevant concepts to their own projects

Content:

1. Computer networks and protocols.
2. Artificial Intelligence and Robots.
3. Computer Programming and Data Structures.
4. Data Driven Innovation.

Project 1: Students will design a basic website in HTML and CSS.

Project 2: Students to complete a variety of programming challenges using JavaScript or their preferred programming language.

- Task 1: Students will complete programming exercises in Grok Academy.
- Task 2: A unique task will be created for a student pertinent to their skills after a discussion with the teacher.

Learning Intention:

- Computer networks and protocols
- Artificial Intelligence and Robots
- Computer Programming and Data Structures
- Data Driven Innovation

YEAR 9 - SPECIALIST SUBJECTS

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:

- 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.

- 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.

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.

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BUILD YOUR OWN BOT (DIGITAL TECHNOLOGIES)

Course Description:

In this continuation of the Middle School Robotics pathway, students will continue building on their previous learning. Instead of modifying a supplied kit, students will be designing and assembling a robot from scratch and writing the control code for it too. They will work with Arduino microcontrollers (programmable, solderless circuit boards used for creating prototypes), a range of components and learn the C++ coding language. They will also work with 3D printing and laser cutting to produce the chassis and other structural components for their robot. They will also employ the Design Realisation Process to test and evaluate the success of their design.

Content:

- Evidence of student learning will be through:
- Principles and practice of design
 - 3D Design using 3D Printing and Laser Cutting
 - Prototyping circuits using solderless components
 - C++ Code language

Assessment:

- Specialised Skills Task 1: Solderless Circuit
- Specialised Skills Task 2: C++ Code
- Design Process and Solution Folio

YEAR 9 - SPECIALIST SUBJECTS

BON APPÉTIT - 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, 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 Appétit 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.

To participate in this course, students must have successfully completed at least 1 Food Technology course in Year 7 or 8.

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 cultural ingredients and cooking methods and techniques

Assessment:

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

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FOOD TRUCKS (FOOD TECHNOLOGIES)

Course Description:

Students will look at Food Trucks in Australia and the foods that they offer. Students will discover the types of foods that these Food Trucks serve 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. To participate in this course, students must have successfully completed at least one Food Technology course in Year 7 or 8.

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 food trends, presentation and plating of a variety of foods
- Demonstrate physical capabilities in safety and cleaning practices
- Select correct technology for preparation and cooking

Assessment:

- OnGuard
- Food Truck Project
- Practical Application
- History of Food Trucks
- Licensing and Standards

YEAR 9 - SPECIALIST SUBJECTS

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 savoury and sweet tastebuds.

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

To participate in this course, students must have successfully completed at least 1 Food Technology course in Year 7 or 8.

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 food trends, presentation and plating of a variety of foods

Assessment:

- OnGuard
- Practical Application
- Action plan, workflow plan and evaluation
- Instagram folio
- Foods loved but not wasted folio
- Food Critic

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THE ART OF PERFORMANCE (DRAMA)

Course Description:

Embark on a transformative journey into the world of acting, where authenticity and emotional depth take centre stage.

Drawing inspiration from renowned acting techniques, this immersive course explores the art of captivating performances. Dive into character development, emotional truth, and psychological realism. Uncover the layers of storytelling through script analysis, decoding subtext, and character motivations. Practical exercises, improvisation, and scene work enhance stage presence and audience connection.

Collaboration fosters teamwork and communication skills, while a supportive environment cultivates confidence, self-expression, and a profound understanding of acting. Unleash your inner actor and embark on a captivating journey of self-discovery in the world of acting.

Assessment:

Assessment is based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, understanding of theatrical terminology and on simple design techniques. This will be achieved through participation in class workshops, an investigation task, a journal, the group performance, and self-evaluation.

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. This subject leads well into studying Drama in Year 10.

YEAR 9 - SPECIALIST SUBJECTS

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:

Students will be assessed on:

- 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 better 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 10.

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FILM - HOLLYWOOD FOCUS (MEDIA ARTS)

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 content on their own devices. The unit will develop students' abilities to plan, structure and design media artworks that engage audiences.

Students will delve into the world of Hollywood to discover the tips and tricks behind creating their own films. Additionally, we will explore the realm of product placement and various marketing techniques, shedding light on these methods and examining them in-depth. 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.

YEAR 9 - SPECIALIST SUBJECTS

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.

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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 as 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.

YEAR 9 - SPECIALIST SUBJECTS

MUSIC SNAPSHOT (MUSIC)

Course Description:

Music snapshot gives students an opportunity to learn about composing, analysing and musicianship while working in a group environment. Students will explore and create through "Ringtone Composition", Ensemble work, learning "The Blues", "Graphic Notation", and our "Learning a New Instrument" task where students will have the opportunity to take home a brass or woodwind instrument. 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

- Ringtone Composition
- Graphic Notation
- Ensemble Work
- Musicianship activities
- Learning a New Instrument task (Brass or Woodwind)
- Learning "The Blues"

Learning Intention:

By the end of the course students will have extended their musical creativity through practical application of theory, composition and music making. This course will allow students to continue their music studies through to the senior school.

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YEAR 9 - SPECIALIST SUBJECTS

ACADEMY OF HOSPITALITY (VET)

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:

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
- Show social and cultural sensitivity
- Use hygienic practices for food safety
- Participate in safe work practices
- Maintain the quality of perishable items
- Prepare and present sandwiches

Year 2:

- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Serve food and beverages
- Provide advice on food
- Interact with customers
- Use hospitality skills effectively

Cost:

\$200.00 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.

ACADEMY OF HOSPITALITY (CERTIFICATE II)

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

SACE Credits: 10 Up to 20 Stage 1 SACE Credits

Duration of Course: 2 years for the full certificate.

Course Description:

The full Certificate II will take two years to complete. A partial certificate is available after 1 year of study.

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YEAR 9 - SPECIALIST SUBJECTS

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.

Assessment:

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. Students 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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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 one formative task. One summative task will be a verbal assessment task and one will be a 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 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.

YEAR 9 - SPECIALIST SUBJECTS

AGRICULTURE (DESIGN & TECHNOLOGIES)

Course Description:

This course makes use of various local farms and enterprises that are associated with the College including local providers, primary industry and Agricultural programs run within the local area.

The course draws its understanding of the following areas in Agriculture:

- Farming environment, examining farm safety and sustainable farming practices.
- Animal and food production, examining concepts related to the management of beef and lamb.

Assessment Type:

Assessment tasks will include:

- Practical skill assessment in regards to fieldwork
- Topic tests assessing concepts and theories examined
- Assignments utilising multimedia formats

Learning Intention:

Students will develop a good grounding in Agricultural Science to prepare them for Year 10 Agriculture.

Cost:

\$100 includes travel costs associated with the course and an Agriculture uniform.

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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

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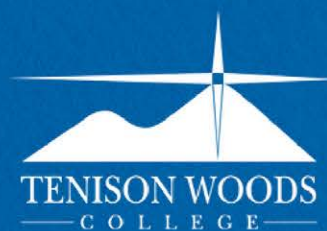
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YEAR 9 CURRICULUM 2024

2024



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

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