Middle School Curriculum Overview Years 7-9

Introduction to Middle School (Years 7 - 9)
At Paralowie R-12 School we recognise that the transition from Years 6 to 7 and 7 to 8 in particular can be a time of great change for students. These are the years of immense challenges, where new friendships are created, decisions are made about personal values and life directions are established. Because we recognise these factors, we have put in place both an academic and affective curriculum that best supports our students’ learning and wellbeing. Our Middle School curriculum aims to develop the skills of communication, citizenship, personal development, work, and learning in preparation for Senior School and SACE.

At Paralowie R-12 School our Middle School philosophy links Home Group teachers to the delivery of core subjects and assists our students to foster positive relationships in a supportive environment. This enables students to use their personal resources and skills to achieve success at school and beyond. Students in Year 8 will also participate in a series of conferences (Managing for Success program) throughout the year on personal wellbeing, bullying and harassment, conflict resolution, beliefs and values and peer relations in line with ‘The Right to Be Safe’ Child Protection Curriculum

This guide gives a brief description of every subject offered to students in Years 7, 8 and 9. In Years 7 and 8, students are exposed to a broad range of subjects. In Year 9, students are able to choose subjects from Technologies: Digital Technologies, and Design and Technology, Languages (Indonesian), the Arts and Health and Physical Education (HPE) in preparation for Senior School.

After reading the relevant sections carefully, students and their families should choose subjects appropriate to their interests, abilities and career aspirations, and in line with the year level pattern.

Choice subjects will only be offered where there are sufficient student numbers to form viable classes.

Middle School Curriculum

Year 7 Compulsory Subjects

- English or English as an Additional Language or Dialect (EALD) 2 semesters
- Health and Physical Education 2 semesters (135 mins/week)
- Humanities and Social Sciences 2 semesters
- Indonesian 2 semesters (90 mins/week)
- Mathematics 2 semesters
- Science 2 semesters
- Digital Technology 1 semester
- Art – Visual/Media 1 semester
- Design and Technology 1 term
- Drama 1 term
- Home Economics 1 term
- Music 1 term

Year 8 Compulsory Subjects

- English or English as an Additional Language or Dialect (EALD) 2 semesters
- Humanities and Social Sciences 2 semesters
- Mathematics 2 semesters
- Science 2 semesters
- Digital Technology 1 semester
- Design and Technology 1 semester
- Indonesian 1 semester
- Health and Movement 1 semester
- Art – Visual 1 term
- Drama 1 term
- Home Economics 1 term
- Music 1 term
### Year 9 Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
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<tbody>
<tr>
<td>English or English as an Additional Language or Dialect (EALD)</td>
<td>2 semesters</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>2 semesters</td>
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<tr>
<td>Mathematics</td>
<td>2 semesters</td>
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<tr>
<td>Science</td>
<td>2 semesters</td>
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<tr>
<td>Building Personal Pathways (Career and Personal Development)</td>
<td>1 semester</td>
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<tr>
<td>Health and Movement (Boys, Girls or General)</td>
<td>1 semester</td>
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### Year 9 Choice Subjects

Students are required to choose 4 semester subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Music A &amp; B (Semester 1 &amp; 2)</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Indonesian A &amp; B (Semester 1 &amp; 2)</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Special Interest Sports (Volleyball focus) A &amp; B (Semester 1 &amp; 2)</td>
<td>2 semesters</td>
</tr>
<tr>
<td>(includes Health and Movement compulsory component)</td>
<td></td>
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<tr>
<td>Art Visual A (Semester 1)</td>
<td>1 semester</td>
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<tr>
<td>Art Visual B (Semester 2)</td>
<td>1 semester</td>
</tr>
<tr>
<td>Drama A (Semester 1)</td>
<td>1 semester</td>
</tr>
<tr>
<td>Drama B (Semester 2)</td>
<td>1 semester</td>
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<tr>
<td>Digital Animation: Media Arts (The Arts)</td>
<td>1 semester</td>
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<tr>
<td>Digital Technology</td>
<td>1 semester</td>
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<tr>
<td>Energy Technology</td>
<td>1 semester</td>
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<tr>
<td>Food and Culture</td>
<td>1 semester</td>
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<tr>
<td>Food and You</td>
<td>1 semester</td>
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<tr>
<td>Metalwork/Design</td>
<td>1 semester</td>
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<tr>
<td>Physical Education</td>
<td>1 semester</td>
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<tr>
<td>Woodwork/Design</td>
<td>1 semester</td>
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</table>

Choice subjects will only be offered where there are sufficient student numbers to form viable classes.

### Middle School Assessment and Reporting

Learning is a journey for each student and as such is continuous. In the Middle School we deliver a rigorous, diverse, yet flexible curriculum underpinned by The Australian Curriculum.

When delivering curriculum, Middle School teachers take into account individual student’s learning styles. Therefore, we use a range of purposeful and relevant assessment strategies such as sharing, learning, expectations, questioning, feedback, self-assessment, peer assessment and incorporating the use of information technologies.

Teachers report on student progress in each Learning Area every term using the Achievement Standards from The Australian Curriculum using A-E grades. All Year 7 to 9 teachers will plan, teach, assess and report using the Australian Curriculum 2016.

All schools participate in Progressive Achievement Tests in Mathematics and English to complement student learning. This is a form of electronic testing to ascertain student levels of comprehension and numeracy which allows teachers to gain information about student abilities and to cater for their needs.

To support our work we offer parents two Parent Teacher Interviews a year (Terms 1 and 3). This is an opportunity for parents to discuss their child’s progress with their subject teachers. Furthermore, we encourage parents to contact the school at any time if there are queries around their child’s progress and learning.
Year 7 Curriculum

Year 7 students at Paralowie are part of our Middle School. Students will take up to four subjects with their Home Group teacher, but are able to access specialist teachers on the other three subject lines.

All students complete studies in each of the eight learning areas: English or EALD, Mathematics, Science, Humanities and Social Sciences (HASS), Languages (Indonesian), Health and Physical Education (HPE), Technologies: Digital Technologies, Design & Technologies and The Arts.

Art Visual (The Arts)

Description
This course is an introduction to visual art, and involves students gaining knowledge and skills in the foundations of art through making and responding. Students will develop an awareness of how to express ideas visually by exploring the qualities and properties of materials, techniques, technologies and processes.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors.

Students will develop an informed opinion about visual arts to assist their development and production of contemporary art.

Assessment
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students will need to produce a folio of artwork to be successful in this class.

Digital Technology (Technologies: Digital Technologies)

Description
This course develops digital technology skills through a range of software and design experiences that prepare students for Computing at Year 8.

There will be opportunities to explore desktop publishing, web design, computer fundamentals, presentation designs, internet, email, Encarta and other software packages such as Word and Excel.

These areas will be covered through both individual and group activities and an emphasis will be placed on document layout and formatting.

Assessment
Evidence of the learning undertaken will be gathered from design tasks, practical and written assignments completed and tests. Assessment tasks will be in accordance with the Australian Curriculum Technologies curriculum.

Design and Technology (Technologies: Design & Technologies)

Description
The aim of this course is to introduce students to safe working practices in the workshop environment. They will use a basic range of tools, machines and materials to make simple projects and the design process will be introduced where they will have to make decisions, solve problems, learn and practice new skills.

Assessment
Assessment will be based on practical and theory work. The student’s ability to work safely and accurately, solve problems, co-operation, following instructions, individual and group work is also assessed. Assessment tasks will be in accordance with the Australian Curriculum Technologies curriculum.
<table>
<thead>
<tr>
<th><strong>Drama (The Arts)</strong></th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>This course is an introduction to drama skills through participation in games, improvisation and short plays. Students will develop an understanding of role, character and relationships. Students will make and respond to drama by exploring meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. Throughout the course, students will explore drama from a range of cultures, times and locations to develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama. Participation in this course allows students to increase confidence and work successfully in small groups by exploring units covering working with scripts, language, narrative, role play, mime, character creation and improvisation.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on ensemble work, journal and performance during the course of this subject.</td>
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<thead>
<tr>
<th><strong>English as an Additional Language or Dialect (EALD)</strong></th>
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<tr>
<td><strong>Description</strong></td>
<td>English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect. Year 7 English as an Additional Language or Dialect students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and present a range of spoken, written and multimodal texts. These include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses. One of the key focuses for this course is the development of oral language skills; and explicit teaching of grammar, punctuation, tense, and sentence structure. Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier's Reading Challenge.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: explain issues and ideas from a variety of sources; listen for and explain different perspectives in texts; create texts for a range of purposes and audiences; make presentations; and contribute to class discussions. When creating and editing texts they demonstrate an understanding of grammar, select vocabulary for effect, and use accurate spelling and punctuation.</td>
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<tr>
<th><strong>English</strong></th>
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<td><strong>Description</strong></td>
<td>The Year 7 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, and evaluate a range of spoken, written and multimodal texts. These include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses. Students use Literacy Pro, an online reading program supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier’s Reading Challenge.</td>
</tr>
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</table>
Assessment  Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: explain issues and ideas from a variety of sources; listen for and explain different perspectives in texts; create texts for a range of purposes and audiences; make presentations and contribute to class discussions. When creating and editing texts students are required to demonstrate an understanding of grammar, select vocabulary for effect, and use accurate spelling and punctuation.

Health and Physical Education  
Description  Students will experience a wide range of sporting activities that are often aligned to the current SAPSASA program.
Fitness skills and healthy lifestyles are developed through a range of activities which vary from court and field invasion games such as Netball, Soccer, Korfball and Basketball to individual pursuits such as Athletics, Fitness and Cross Country Running. Other activities include court divided games such as Badminton, Volleyball, Table Tennis and Tennis.
Students are also exposed to Health and Physical Education theory, which may include rules and regulations of various sports and concepts of healthy lifestyles and fitness.
Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.
Assessment  Assessment is based on participation, skill improvement, effort, written assignments and tests. Assessment tasks are designed to meet the Australian Curriculum Health and Physical Education achievement standards.

Home Economics  
Description  This subject focuses on learning basic skills in food preparation, presentation, and kitchen safety. Attention is given to group work and cooperation skills. This course provides an introduction to textile design work. The Australian Curriculum recognises that students in Year 7 need to develop the knowledge, skills and understanding to enhance their health and wellbeing.
Assessment  Assessment is based upon theory and practical tasks done both individually and in small groups. Assessment tasks are designed to meet the Australian Curriculum Health and Physical Education achievement standards.

Humanities and Social Sciences  
Description  This course fosters a positive understanding of our environment and our role in society. Topics could include:
- Investigating the Ancient Past
- Ancient Societies: Egypt and China
- Mapping & Atlas skills
Students research and analyse events, ideas, issues and lives of people and places in their local community, and from a global perspective, including past, present and possible futures.
Issues are discussed in these above topics and are studied from a variety of perspectives. Mapping and atlas skills are tools students use regularly.
Assessment  Assessment is based on the Australian Curriculum. Assessment in this subject is based on oral presentations, group work, Inquiry tasks, written responses and research assignments.

Indonesian  
Description  Learning in this subject focuses on communication (listening, speaking, reading and writing) and on understanding language and culture. Students have a high level of input into designing and assessing their learning. Topics such as food, family, transport, animals, the calendar, as well as common verbs and adjectives are covered. Students have the opportunity to view and interact with authentic Indonesian texts and artefacts in order to develop cultural understanding and competence.
Assessment  Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are
assessed on cultural activities, communication and their understanding of the language via a range of written and oral tests. Students will continue with Indonesian in Year 8.

Mathematics

Description
During this year, students will be working mathematically with the following strands:

- Number and Algebra: Place values of number, real numbers, Money and Financial Mathematics, Patterns and Algebra
- Measurement and Geometry: Units of measurement, Shape, Location and Transformation.
- Statistics and Probability: Chance, data representation and interpretation.

Assessment
Assessment is continual and in accordance with the Australian Curriculum outcomes. Students will be assessed via written tests, observations, assignments and work sheets.

Music (The Arts)

Description
This is an introductory course with emphasis on gaining an understanding of music through listening, composing and performing. Students will gain coordination, confidence and skills through practical elements focused on percussion instruments, guitar, and keyboard. Students will rehearse and perform a range of songs or instrumental pieces.

Throughout the course, students will explore music from a range of cultures, times and locations to understand varying social, cultural and historical contexts of music. Contemporary Australian music is a focus in this course.

Students will make and respond to music by exploring meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture.

Assessment
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. It is based on student performance in practical and ensemble pieces. Theory is also a component of this course.

Science

Description
The Science curriculum is organised around three interrelated strands: Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in the sub strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Much time and effort is put into teaching and encouraging safe practical techniques and creative thinking.

Assessment
Students are assessed on both theoretical and practical skills. Assessment includes research work, note taking, Information reports, oral and written responses. Assessment in this subject is in line with the Australian Curriculum.
Year 8 Curriculum

Paralowie R-12 School has a commitment in the Middle Years to keep class numbers small enough to meet the learning needs of our students.

In accordance with Middle School philosophy and best practice each teacher has their Home Group for at least two core subjects.

Students in Year 8 will also participate in a series of compulsory conferences (Managing for Success program) throughout the year on personal wellbeing, bullying and harassment, conflict resolution, beliefs and values and peer relations in line with 'The Right to Be Safe' Child Protection Curriculum. Assessment is based upon participation, oral interaction and group

Selected students are chosen to study a semester of Special Interest Sport instead of Health and Movement (Students may elect to be considered for selection for the following year).

Visual Art (The Arts)

Description In this course students will acquire knowledge and skills in the foundations of art through making and responding. Students will develop an awareness of how to express ideas visually by exploring the qualities and properties of materials, techniques, technologies and processes. This will involve experimentation with both traditional and new media to create two and three dimensional works of art, to develop confidence in handling art materials.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions, and will learn how to formally analyse works of art. Students will begin to acquire an informed opinion about visual arts to assist their development and production of contemporary art.

Assessment Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment includes a folio of practical work, class assignments, research projects, and self and peer assessments.

Design and Technology (Technologies: Design & Technologies)

Description In this course students are encouraged to work cooperatively and safely while working with various materials as they design and make projects and develop familiarity with a range of materials, tools, machines and processes. They learn to apply information to solve problems and develop skills in researching, design and decision making.

Work undertaken includes marking out, cutting out, shaping timber & the use of decorative finishing techniques. The plastics and metalworking skills of bending, folding, shaping and finishing are introduced. Technical drawing techniques are also introduced to enable students to begin to design their own project work. Students are introduced to energy systems in the context of simple electrical circuits.

Assessment Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding, (including technical knowledge and a variety of environmental concerns and safety issues).

Digital Technology (Technologies: Digital Technologies)

Description This course develops digital technology skills through a range of software and design experiences that prepare students for future Computing and Digital Technology courses.

There will be opportunities to explore desktop publishing, web design, computer fundamentals, presentation designs, internet and email. The Office suite and a range of other software packages including Adobe are used. Cyber safety and other ethical issues will be explored.

These areas will be covered through both individual and group activities and an emphasis will be placed on document layout and formatting.
Assessment will be based on the Australian Curriculum Achievement Standards. Evidence of the learning undertaken will be gathered from design tasks, practical and written assignments completed and tests.

**Drama (The Arts)**

**Description**
In this course students will develop an understanding of role, character and relationships. Students will make and respond to drama by exploring meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension.

Throughout the course, students will explore drama from a range of cultures, times and locations to develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama.

Participation in this course allows students to increase confidence and work successfully in small groups to devise, interpret and perform. Students will learn how to manipulate the elements of drama, narrative and structure to control and communicate meaning, and create theatrical effect for formal and informal audiences.

**Assessment**
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on ensemble work, journal and performance during the course of this subject. Homework is an important component of assessment.

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**English**

**Description**
The Year 8 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and literary analyses.

Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier’s Reading Challenge.

**Assessment**
Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: interpret texts and select evidence to show different viewpoints; create texts for different purposes and audiences; make presentations, and contribute to class and group discussions. Students are required to demonstrate an understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

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**English as an Additional Language or Dialect (EALD)**

**Description**
English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.

Year 8 EALD students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and present a range of spoken, written and multimodal texts. These include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses.
Achievement for All

One of the key focuses for this course is the development of oral language skills; and explicit teaching of grammar, punctuation, tense, and sentence structure.

Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier’s Reading Challenge.

**Assessment**

Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to:
- interpret texts and select evidence to show different viewpoints;
- create texts for different purposes and audiences;
- make presentations, and contribute to class and group discussions.

Students are required to demonstrate an understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

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### Health and Movement (Health and Physical Education)

**Description**

This course enables students to enhance their own health, well-being and physical activity participation in a range of contexts. Students will study a range of health topics including drugs & alcohol, the benefits of physical activity and relationships and sexual health. Students will also participate in a range of sport and leisure activities including minor games, challenge and adventure activities and sports.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.

Practical topics include: Basketball, Badminton, Volleyball, SEPEP, Softball and GAITs (Group Adventure Initiative Tasks).

Students undertake theory topics including: Relationships and Sexual Health, Benefit of Fitness & Drugs and Alcohol.

**Assessment**

Assessment is in accordance with the Australian Curriculum and will be reported to parents. Assessment is based on participation in group tasks, skill improvement, effort in both practical and theoretical contexts and written assignments.

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### Home Economics (Health and Physical Education/Technologies: Design & Technologies)

**Description**

Topics include: Food and You, Nutrition and Healthy Eating Models, Understanding Recipes, Cooking Methods, Food Presentation, Safety and Hygiene, Textiles, Design and Construction Techniques. The *Right to Be Safe’ Child Protection Curriculum will be delivered during this term.

**Assessment**

Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on theory and practical tasks done both individually and in small groups.

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### Humanities and Social Sciences

**Description**

This full year course will be delivering the Australian History Curriculum. There is an overview that introduces students to historical concepts and skills and inquiry based learning.

Following this introduction will be three in-depth studies.

These include:
1. Medieval Europe c.590-1500
2. Shogunate Japan c.794-1867
3. The Spanish Conquest of the Americas c.1492-1572

Complementing the History curriculum are Geography and Civics and Citizenship. Topics which include: Our Local Environment, Australia’s links with other Places, People and the Law, The Future, Australian Culture and Lifestyle and Mapping and Local History.

Students through studying this course will gain an understanding of maps, codes, creeds and conflicts, rules and laws and their local area as a resource.
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on their research, note taking, inquiry work, orals, written responses including essays and ICT skills such as Power Point presentations. Students work individually and in groups to gather information and develop research projects.

**Indonesian (Languages)**

**Description**  
**Assumed knowledge:** Appropriate for students with or without prior experience in a language.

This course is based on three strands: Understanding Language, Culture and Communication. Student's knowledge is expanded linguistically, socially and culturally. Students revise and consolidate basic Indonesian language such as greetings, asking and answering simple questions about personal details, basic adjectives, numbers and transportation. Students also learn Indonesian games and how to play the Angkulung, an Indonesian instrument. They also do Batik, which is an Indonesian art form.

**Assessment**  
Assessment in this subject is continual in accordance with the Australian Curriculum outcomes.

Students are assessed on cultural activities, communication and their understanding of the language through a range of written, oral tests. Successful completion of Year 8 Indonesian will enable students to study Indonesian at Year 9.

**Mathematics**

**Description**  
Students will be following the three strands that are laid out in the Australian Curriculum of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course will continue to develop student skills in number and place value, financial mathematics, real numbers, algebra, measurement, geometric reasoning, chance and data representation and interpretation. Where possible, real life examples and problem solving skills will be used.

**Assessment**  
Assessment in this subject is continual in accordance with the Australian Curriculum outcomes. This includes tests, assignments and projects.

**Music (The Arts)**

**Description**  
In this course students will gain an understanding of music through listening, composing and performing. Students will develop coordination, confidence and skills through practical elements focused on percussion instruments, guitar, and keyboard. Students will rehearse and perform a range of songs or instrumental pieces, individually and collaboratively.

Throughout the course, students will explore music from a range of cultures, times and locations to understand varying social, cultural and historical contexts of music. They will evaluate musical choices they and others make to communicate meaning as performers and composers.

Students will make and respond to music by exploring meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture.

**Assessment**  
Assessment is in accordance with the Australian Curriculum, and reported to parents at the end of each term. It is based on student performance in practical and ensemble pieces. Theory is also an important component of this course.

**Science**

**Description**  
The Science curriculum is organised around three interrelated strands: Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in the sub strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. These include interesting topics such as Science at work, Mixing and Separating, What are things made of?, Building Blocks of Life, Food for Life, Investigating Heat, Building Blocks of Matter, Living Systems, Energy in Our Lives, Exploring Space, Electricity and Rocks.

Much time and effort is put into teaching and encouraging safe practical techniques and creative thinking.
Assessment

Students are assessed on both theoretical and practical skills. Assessment includes research work, note taking, Information Report, oral and written responses. Assessment in this subject is in line with the Australian Curriculum.

Special Interest Sports (Volleyball Focus) (Health and Physical Education)

Description

This course is designed to be part of a pathway leading toward the successful completion of Year 12 Physical Education. Students do similar topics as regular Health and Movement but with a greater focus on Volleyball.

The course is suitable for students who have high fitness and skill levels in sport, have a suitable work ethic in regard to written work and have a desire to develop their physical skills and knowledge.

Students are expected to be changed into the Special Interest Sports PE top and suitable shorts or track pants and shoes at the start of each HPE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.

Selection process: Students nominate to be tested for this subject. Test items include: Standard 20 metre ‘Beep Test’ (aerobic capacity), ‘AFL Draft Camp’ agility test, Standing Vertical Jump (power) and a ‘Hand Eye – Coordination Test’. HPE staff will then select students into the class considering individual skill, fitness and recommendations from their previous Physical education teacher.

Students undertake theory topics including: Relationships and Sexual Health, Benefit of Fitness & Drugs and Alcohol.

This course enables students to develop skills in a variety of practical activities.

Practical topics include: Basketball, Badminton, Volleyball, SEPEP, GAITs (Group Adventure Initiative Tasks).

Assessment

Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on participation in group tasks, skill improvement, effort in both practical and theoretical contexts and written assignments.
Year 9 Curriculum

In accordance with Middle School philosophy and best practice, each teacher has their Home Group for at least one subject in Year 9.

Compulsory Subjects

Building Personal Pathways (Career and Personal Development)

Description
Building Personal Pathways is a subject that extends the skills introduced at the Year 8 Managing for Success conferences. This course leads into a pathways program in Senior School. It focuses on organisational skills, issues on wellbeing and resilience, employment and the community and ‘The Right to Be Safe’ Child Protection Curriculum. The Building Pathways course will also include students participating in aspects of the SENSEABILITY program (an initiative from Beyond Blue) and Positive Education. Both of these programs support resilience and Wellbeing. Students continue to prepare for their PLP through a Portfolio.

Assessment
Assessment is continuous and based upon oral interaction, group work, investigation and enquiry, completion of written tasks and the Paralowie Panels.

English

Description
The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive texts, including narratives, discussions, literary analyses and reviews.

Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier’s Reading Challenge.

Assessment
Assessment is in accordance with the Australian Curriculum Achievements Standards. Students are required to: use a variety of texts to form their own interpretations; use evidence to support arguments; create texts that respond to issues. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. Students are required to edit for effect, selecting vocabulary and grammar appropriate for the texts and ensure accurate spelling and punctuation.

English as an Additional Language or Dialect (EALD)

Description
English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.

The Year 9 EALD course aims to develop students' skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating.

Students interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive texts, including narratives, discussions, literary analyses and reviews.

One of the key focuses for this course is the development of oral language skills; and explicit teaching of grammar, punctuation, tense, and sentence structure.
Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also participate in the Premier’s Reading Challenge.

Assessment: Assessment is in accordance with the Australian Curriculum Achievements Standards. Students are required to: use a variety of texts to form their own interpretations, using evidence to support arguments; create texts that respond to issues. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. Students are required to edit for effect, selecting vocabulary and grammar appropriate for the texts and ensure accurate spelling and punctuation.

Health and Movement (Health and Physical Education) (Girls only, Boys only OR General)

Description: This course enables students to enhance their own health, well-being and physical activity participation in a range of contexts. Students will study a range of health topics including drugs & alcohol, the benefits of physical activity and relationships and sexual health. Students will also participate in a range of sport and leisure activities including minor games, challenge and adventure activities and sports.

Students have the option of choosing: Girls only Health and Movement, Boys only Health and Movement or General Health and Movement. The same key topics will be covered in each course however content will delivered in a supportive manner to best meet the needs of the students.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.

Students undertake theory topics including: Relationships and Sexual Health, the Benefit of Fitness and Drugs and Alcohol education.

Assessment: Assessment is based on participation in group tasks, skill improvement and effort in both practical and theoretical contexts and written assignments in accordance with the Australian Curriculum.

Humanities and Social Sciences

Description: The aim of the course is to study the broad areas of Culture, Resources, Natural and Social Systems with an Australian focus.

Some of the topics studied include: Australian History in the 19th Century. This involves Movement of Peoples (1750-1901), Making a Nation and World War One. Geography topics include Biomes and Food Security and Navigating Global Connections.

Assessment: Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on their research, note taking, oral presentations and the development of critical literacy skills; particularly the ability to analyse and consider new information and topics. Students collect and present newspaper articles for discussion or as part of their written work. Students work individually and in groups to gather information and develop research projects. They will be expected to develop their own opinions on these topics and express them in a variety of forms; written, oral, and using ICT skills such as Power Point presentations.

Mathematics

Description: Year 9 students will be following the three strands that are laid out in the Australian Curriculum of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course will develop student skills in the index laws, simple interest, Cartesian plane geometry, area, surface area and volume, scales, Pythagoras theorem and trigonometry, probability and statistics and linear and non-linear equations. Where possible, real life examples and problem solving skills will be used.

Assessment: Assessment in this subject includes testing, assignments and projects and is in accordance with the Australian Curriculum.
Science

Description
The Science curriculum is organised around three interrelated strands: Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in the sub strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.

These include interesting topics such as: Investigating reactions, Living with acids and bases, Everyday substances, Light and Sound, Living with Microbes, How Cells Work, Ecosystem Earth, Using Electricity, Responding, The Changing Earth and Consumer Science.

Much time and effort is put into teaching and encouraging safe practical techniques and creative thinking.

Assessment
Assessment in this subject is based on assignments, group projects, tests bookwork and practicals and is in accordance with the Australian Curriculum.

Choice Subjects

Art Visual A (The Arts)

Description
In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experimentation with both traditional and new media to create two, three, and four dimensional works of art.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will draw on this understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions, and will build upon existing arts analysis skills. Students will continue to form an informed opinion about visual arts to assist their development and production of contemporary art.

This course provides an essential foundation to students who wish to study visual arts in the Senior School.

Assessment
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment includes resolved practical pieces, research projects, skills across different mediums, and self and peer assessments.

Art Visual B (The Arts)

Description
In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experimentation with both traditional and new media to create two, three, and four dimensional works of art.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will draw on this understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions, and will build upon existing arts analysis skills. Students will continue to form an informed opinion about visual arts to assist their development and production of contemporary art.

This course provides an essential foundation to students who wish to study visual arts in the Senior School.

Units covered in Visual Art B differ from those studied in Visual Art A, allowing students to study two semesters of Visual Art at this level.

Assessment
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment includes resolved practical pieces, research projects, skills across different mediums, and self and peer assessments.
**Digital Animation:** Media Arts (The Arts)

**Description**
Students make and respond to media arts, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of media artworks in the area of digital animation.

Students will refine and extend their understanding of structure, intent, character, settings, points of view, genre conventions and media conventions in their work. They will explore time, space, sound, movement and lighting through technology.

Throughout the course, students will explore media arts from a range of cultures, times and locations to develop their understanding of digital technologies, and their connection to social, ethical, economic and environmental factors. They will also analyse the way in which audiences make meaning and interpret media works, how they interact with, and share media artworks.

They will learn how to manipulate and create animated “GIF” and Flash files for use on the Internet and on their own web pages that will be used to present their work. Students will explore and gain an understanding of animation and its use in the film and multimedia industry. The skills taught in this course are very transferable and may lead into further studies in Year 10 Digital Imaging, Design, Visual Arts or Information Technology pathways.

**Assessment**
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students will be assessed on their design briefs and design tasks.

**Digital Technology** (Technologies: Digital Technologies)

**Description**
Digital technology focuses on practical uses of information technology through a range of software packages and design topics. There will be opportunities to develop computer fundamentals, presentations, desktop publishing, and game design. Data types and their transformations will be evaluated. Ethical issues of new technology will be discussed.

Students will use available equipment and technologies to create digital media projects such as film and 2D designed printed products. They will use Adobe Photoshop to develop graphic design and photo imagery.

Students will also develop computational and design thinking and creativity via algorithm and game development.

The skills taught in this course are transferable and lead into further studies in Digital Technology and Information Publishing and Processing pathways.

**Assessment**
Assessment is in accordance with the Australian Curriculum Achievement Standards which develops student’s skills in the following tasks; practical projects, presentations and assignments.

**Drama A** (The Arts)

**Description**
In this course students will explore drama through improvisation, scripted drama, rehearsal and performance. They will refine and extend their understanding of role, character, relationships and situation. Students will make and respond to drama by exploring and analysing meaning and interpretation, forms and elements, and performance styles.

Throughout the course, students explore drama from a range of cultures, times and locations to further develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama.

Students will strengthen their confidence and work successfully individually and collaboratively to devise, interpret, perform and view theatrical works. Students will learn how to develop and sustain different roles and characters, dependent on circumstances and intentions, as they refine performance and expressive skills to convey dramatic action.

**Assessment**
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on journal, ensemble group work, performance, and research tasks during the course of this subject. Homework is an important component of assessment.

**Drama B** (The Arts)
Achievement for All

**Drama**  
**Description** In this course students will explore drama through improvisation, scripted drama, rehearsal and performance. They will refine and extend their understanding of role, character, relationships and situation. Students will make and respond to drama by exploring and analysing meaning and interpretation, forms and elements, and performance styles.

Throughout the course, students will explore drama from a range of cultures, times and locations to further develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama.

Students will strengthen their confidence and work successfully individually and collaboratively to devise, interpret, perform and view theatrical works. Students will learn how to develop and sustain different roles and characters, dependent on circumstances and intentions, as they refine performance and expressive skills to convey dramatic action.

Topics covered in Drama B differ from those in Drama A, allowing students to study two semesters of Drama at this level.

**Assessment** Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on journal, ensemble group work, performance, and research tasks during the course of this subject. Homework is an important component of assessment.

**Energy Technology (Technologies: Design & Technologies)**

**Description** In this subject students are introduced to energy systems with a focus on mechanical and electrical systems. Their work involves a range of problem solving tasks while being introduced to a variety of energy systems. These may include simple machines such as levers, gears or pulleys. Fundamentals of electricity are taught and electronic components and simple circuitry are introduced. Some energy projects will be negotiated with the teacher to promote innovation.

Students will learn to draw simple and mechanical and electrical schematics. Safe working practices are emphasised in the design process and practical lessons. Class projects are negotiated with the teacher to encourage creativity.

**Assessment** Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment will be based on the application of the design process, practical skills and knowledge and understanding gained. Design tasks, practical and written assignments completed, and tests will be used to provide evidence of the learning undertaken.

**Food and Culture (Technologies: Design & Technologies)**

**Description** This course focuses on our multicultural society and aims to develop awareness and knowledge by exploring cuisines from around the world and enjoying a practical experience each week. Practical tasks will require students to learn about and prepare dishes using kitchen skills and cooking techniques that they developed from their experience of Home Economics in Year 8.

**Assessment** Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on both theory and practical tasks done individually and in small groups.

**Food and You (Technologies: Design & Technologies)**

**Description** This course focuses on food, nutrition and making healthy choices. Meal planning and food preparation skills are developed through practical experiences each week. This course allows for students to address issues related to health and nutrition in the home.

**Assessment** Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on both theory and practical tasks done individually and in small groups.
**Indonesian** (Languages)

**Description**  
**Assumed Knowledge:** Prior Indonesian knowledge in Year 8.

This course is based on three strands: Understanding Language, Culture and Communication.

Students are expanded linguistically, socially and culturally.

During the year students cover language structure and culture based on a range of topics: describing personal appearance, ordering food, school life, family, animals, cultural tours and health. Students also go on an excursion to further experience Indonesian culture and are encouraged to participate in cultural workshops, performances and cook an Indonesian feast.

Successful completion of Year 9 Indonesian is a prerequisite for Year 10 Indonesian.

**Assessment**  
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written and oral tests.

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**Metalwork/Design** (Technologies: Design & Technologies)

**Description**  
In this subject students work through the design process and make projects using metal. Their work involves a range of problem solving tasks while learning a range of new processes. These may include scroll work, heat bending, lathe work and Oxy Acetylene welding (including both braze & fusion). The design tasks may involve projects such as small household products and metal sculpture.

**Assessment**  
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment will be based on the application of the design process, practical skills and knowledge and understanding gained. Design tasks, practical and written assignments completed, and tests will be used to provide evidence of the learning undertaken.

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**Music** (The Arts)

**Description**  
This is a full year subject where students extend their understanding of music through listening, composing and performing. Students studying this course have access to free instrumental lessons on specific instruments such as: guitar, bass, keyboard, and drum kit. These lessons are conducted by specialised music instructors in small groups. There is an expectation that all students enrolled in year 9 Music will study and perform an instrument.

Students will rehearse and perform a range of songs or instrumental pieces, individually and collaboratively. This course has a strong focus on performance, allowing students to develop confidence with an audience.

Throughout the course, students will explore music from a range of cultures, times and locations to understand varying social, cultural and historical contexts of music. Creating music with digital technologies will be introduced at this level.

Students will make and respond to a range of music forms and styles by applying their knowledge of music elements, style and notation.

**Assessment**  
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Students will be assessed on their practical skills, both as individuals and in ensembles. Theory is also an important component of this course.

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**Physical Education** (Health and Physical Education)

**Description**  
Students experience a range of Physical Education activities in this subject.

This course develops students’ ability to perform and refine specialised movement skills. Students will be exposed to a range of individual and team activities which enhance students’ skills as well as their ability to apply the principles of attack and defence in a range of situations. Students also develop leadership and collaboration skills by working in teams.
Students undertake theory topics including:

- Introduction to Exercise Physiology
- Sports Injuries

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each Physical Education lessons.

Students are required to participate in all activities unless they have a note from home.

Practical = 80%
Theory = 20%

**Semester topics include:**

- Volleyball
- Badminton
- Basketball/Netball
- Touch football

**Assessment**

Assessment based on participation, skill improvement, effort, written assignments and tests. Assessment is in accordance with the Health and Physical Education Australian Curriculum.

**Special Interest Sports (Volleyball Focus)** (Health and Physical Education) (special selection process)

**Description**

This course is designed to be part of a pathway leading to successful completion of Year 12 Physical education.

Students do similar topics as regular PE but with a greater focus on Volleyball in Semester two. Students study the same Health Topics as Health and Movement and the same theory content as PE.

The course is suitable for students who have high fitness and skill levels in sport, have a suitable work ethic in regard to written work and have a desire to develop their physical skills and knowledge.

Students are expected to be changed into the Special Interest Sports PE top and suitable shorts or track pants and shoes at the start of each PE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.

**Selection process:**

Students nominate to be considered for this subject. Test items include; Standard 20 metre ‘Beep Test’ (aerobic capacity), ‘AFL Draft camp’ agility test, Standing Vertical Jump (power) and a ‘Hand Eye – coordination test. HPE staff will then select students into the class considering individual skill, fitness and effort levels displayed throughout the current year.

Students undertake theory topics including:

- Introduction to Exercise Physiology
- Sports Injuries
- Relationships and Sexual Health

**Practical topics include:**

- Volleyball
- Badminton
- Basketball/Netball
- Touch football
- Fitness
- Softball
- Soccer/football code

**Assessment**

Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment based on participation, skill improvement, effort, written assignments and tests.
Woodwork/Design (Technologies: Design & Technologies)

Description
In this subject students design and make projects using timber. The work involves a range of problem solving tasks that includes common jointing methods and the use of a range of surface finishing techniques in the construction of their projects. A range of new processes may be taught such as timber joining techniques and wood turning. The design tasks may involve projects such as storage products, toy making, CO2 dragster cars, land yachts.

Simple drawing techniques are taught such as Isometric Projection, Orthogonal Projection and this may Computer Aided Design Systems (CAD) are used when appropriate. Safe working practices are emphasised in practical lessons with a focus on hand tools and machines.

Class activities and individual work is regularly negotiated to encourage creativity and the integration of some other Design & Technology areas into this unit of work may occur.

Assessment
Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment will be based on the application of the design process, practical skills and knowledge and understanding gained. Design tasks, practical and written assignments completed, and tests will be used to provide evidence of the learning undertaken.

Further Subject Pathways:
If you are interested in learning more about Senior School Subject Pathways please refer to our school website www.paralowie.sa.edu.au or call into the Front Office to collect a copy of the Senior School Curriculum Guide 2016.