



Paralowie R-12 School
ACHIEVEMENT FOR ALL

Middle School Curriculum Guide 2022



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. We recognise these factors, we have put in place both an academic and rigorous curriculum that best supports our students' learning and wellbeing. Our Middle School curriculum aims to develop the Australian Curriculum General Capabilities of Literacy, Numeracy, ICT, Creative and Critical Thinking, Personal and Social Capability, Ethical and Intercultural Understanding. A strong focus on developing the necessary skills and abilities in these areas will support learning pathways in 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

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 (300 minutes/week)
Health and Physical Education	1 semester
Indonesian	2 semesters (105 mins/week)
Mathematics	2 semesters
Science	2 semesters
Studies of Society and the Environment	2 semesters
Digital Technology	1 term
Art – Visual/Media	1 term
Design and Technology	1 term
Home Economics	1 term
Music	1 term
Performing Arts	1 term

Year 8 Compulsory Subjects

English or English as an Additional Language or Dialect (EALD)	2 semesters (300 minutes/week)
Mathematics	2 semesters
Science	2 semesters
Studies of Society and the Environment	2 semesters
Digital Technology	1 term
Design and Technology	1 term
Indonesian	2 semesters (105 minutes/week)
Health and Movement	1 semester
Art – Visual	1 term
Drama	1 term
Home Economics	1 term
Music	1 term

Year 9 Compulsory Subjects

English or English as an Additional Language or Dialect (EALD)	2 semesters (260 minutes/week)
Mathematics	2 semesters
Science	2 semesters
Studies of Society and the Environment	2 semesters
Building Personal Pathways (Career and Personal Development)	1 semester
Health and Movement (Boys, Girls or General)	1 semester

Year 9 Choice Subjects

Students are required to choose 4 semester subjects.

Music A & B	2 semesters
Indonesian A & B	2 semesters
South Australian Secondary Training Academy (SAASTA) Connect A & B)	2 Semesters
Special Interest Sports (Volleyball focus) A & B (<i>includes Health and Movement</i>)	2 semesters
Art Visual A (Semester 1)	1 semester
Art Visual B (Semester 2)	1 semester
Dance	1 semester
Design and Technology-Energy Technology	1 semester
Design and Technology-Metalwork	1 semester
Design and Technology-Woodwork	1 semester
Digital Animation: Media Arts (The Arts)	1 semester
Digital Technology	1 semester
Drama A (Semester 1)	1 semester
Drama B (Semester 2)	1 semester
Food and Culture	1 semester
Food and You	1 semester
Physical Education	1 semester

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 consider individual student's learning styles. Therefore, we use a range of purposeful and relevant assessment strategies such as individual and group learning, student - led questioning, feedback – written and oral, self-assessment, formal testing, peer assessment and incorporating the use of information technologies.). Teaching staff develop units and lessons that have clear learning intentions and success criteria. This ensures all students can demonstrate their abilities and understand what is expected of them along each stage of learning.

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.

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. All Middle Years Staff upload Learning Area Curriculum Overviews, Student Task Sheets, and publish Student Assessment Outcomes and Teacher feedback on our Daymap system, which is accessible for all Parents/Caregivers through our Daymap Parent Portal.

Year 7 Curriculum

The Middle School years start with Year 7 students at Paralowie School. Students will take at least two 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 of 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 Digital Technologies at Year 8.

There will be opportunities to explore desktop publishing, web design, computer fundamentals, presentation designs, internet, email and programs 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 produce simple designed projects. The design process will be introduced so students can investigate processes, generate ideas and manage projects individually and collaboratively. Students will have to make decisions, solve problems, learn and practice new skills and evaluate products for success.

Students will get the opportunity to work with plastics, timber products and CAD designing.

Assessment Assessment will be based on practical and theory work. The student's ability to work safely and accurately, solve problems, co-operate and follow instructions individually and group work is also assessed. Assessment tasks will be in accordance with the Australian Curriculum Technologies curriculum.

English as an Additional Language or Dialect (EALD)

Description	<p>English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.</p> <p>Throughout Year 7 English as an Additional Language or Dialect students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.</p> <p>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.</p> <p>Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses.</p> <p>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.</p> <p>As part of our comprehensive reading program, all students in Years 7 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.</p>
Assessment	<p>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.</p>

English

Description	<p>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.</p> <p>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.</p> <p>Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses.</p> <p>As part of our comprehensive reading program, all students in Years 7 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.</p>
Assessment	<p>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.</p>

Health and Physical Education (Health and Physical Education)

Description	<p>Students will experience a wide range of sporting activities that are often aligned to the current SAPSASA program.</p> <p>Fitness skills and healthy lifestyles are developed through a range of activities which vary from court and field invasion games such as netball, soccer, korfbal 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.</p> <p>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.</p> <p>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.</p>
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 (Health and Physical Education)

Description	<p>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</p>
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

Indonesian (Languages)

Description	<p>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.</p> <p>Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.</p>
Assessment	Assessment is in accordance with the Australian Curriculum Achievement Standards, 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	<p>During this year, students will be working mathematically with the following strands:</p> <ul style="list-style-type: none"> • 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 Achievement Standards. Students will be assessed via written tests, observations, assignments and formative work.

Music (The Arts)

Description	<p>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 focusing on percussion instruments, guitar, and keyboard. Students will rehearse and perform a range of songs or instrumental pieces.</p> <p>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.</p> <p>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, texture. Students will also compose music by engaging in a variety of different music notation and audio loop sampling software.</p>
Assessment	<p>Assessment is in accordance with the Australian Curriculum Achievement Standards 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.</p>

Performing Arts (The Arts)

Description	<p>This course is an introduction to the performing arts subjects of drama and dance, where students undertake a 5-week blocks of each discipline. Students learn drama and dance through learning the elements of performing arts, games, short plays, improvisation, dance choreography and off-stage roles. Students evaluate how they and others communicate meaning and intent through dance and drama.</p> <p>Students explore drama and dance 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 and dance.</p>
Assessment	<p>Assessment will be based on practical and theory work. The students are assessed on their ability to work safely and accurately, solve problems, ensemble work, journal work and performances. Assessment tasks will be in accordance with the Australian Curriculum Arts curriculum.</p>

Science

Description	<p>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.</p> <p>Emphasis is placed on introducing and encouraging safe practical techniques and creative thinking.</p>
Assessment	<p>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 Achievement Standards.</p>

Studies of Society and the Environment (SOSE)

Description	<p>This course fosters a positive understanding of our environment and our role in society. With a focus on History and Geography, topics include:</p> <ul style="list-style-type: none"> • Investigating the Ancient Past • Ancient Societies: Egypt and China • Mapping & Atlas skills • Geography Place and Liveability <p>Geography topics allow students to research and analyse events, ideas, issues and the lives of people and places in their local community, and from a global perspective. While history topics develop a greater understanding of the development of societies and their continued impact on our own today.</p> <p>Issues are discussed and evaluated in these above topics and are studied from a variety of perspectives. Mapping and atlas skills are tools students use regularly to develop both geographical and numeracy skills</p>
Assessment	<p>Assessment is based on the Australian Curriculum. Assessment tasks include oral presentations, group work, Inquiry tasks, written responses and research assignments. Students work individually and collaboratively developing the ability to work either on their own or with others with the support of their teacher.</p>

Year 8 Curriculum

The Year 8 Curriculum builds on the knowledge and skills gained from Year 7. Year 8 is for many students their first year at Paralowie R-12 School and we have 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 one core subjects.

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 of 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 Achievement Standards, 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 will work individually and collaboratively to manage and produce their own self-designed projects. Students are required to work cooperatively and safely with peers and the teacher, whilst developing a 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 and 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 Computer Aided Design drawing systems to produce working drawings for individual products.

Students may complete projects such as; pencil holder, phone holder, sheet metal tray and CAD designs.

Assessment Assessment is in accordance with the Australian Curriculum Achievement Standards, 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 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	<p>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.</p> <p>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.</p> <p>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.</p>
Assessment	<p>Assessment is in accordance with the Australian Curriculum Achievement Standards, 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.</p>

English

Description	<p>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.</p> <p>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.</p> <p>Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and literary analyses.</p> <p>As part of our comprehensive reading program, all students in Years 8 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.</p>
Assessment	<p>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.</p>

English as an Additional Language or Dialect (EALD)

Description	<p>English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.</p> <p>Year 8 EALD students extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.</p> <p>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.</p> <p>Students create a range of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, and are beginning to create literary analyses.</p> <p>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.</p> <p>As part of our comprehensive reading program, all students in Years 8 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar</p>
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instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.

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.

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, understanding the benefit of fitness as well as drugs and alcohol safety.

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

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.

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

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. Students' 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.

Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.

Assessment Assessment in this subject is continual in accordance with the Australian Curriculum Achievement Standards. 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	The Year 8 curriculum is organised around the interrelated strands; 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 Achievement Standards. This includes tests, assignments and projects.

Music (The Arts)

Description	<p>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.</p> <p>Throughout the course, students will explore music from a range of cultures, eras 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.</p> <p>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. Students will also compose music by engaging in a variety of different music notation and audio loop sampling software. It is essential that students attend music classes with a charged laptop to be successful in this component of the course.</p>
Assessment	Assessment is in accordance with the Australian Curriculum Achievement Standards, 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	<p>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? Sub topics include; building blocks of life, food for life, investigating heat, building blocks of matter, living systems, energy in our lives, exploring space, electricity and rocks. In terms three and four the program will focus on STEM based challenges, covering the topics Electricity, Elements and compounds, Cells, Growth and reproduction, and Energy in foods</p> <p>Emphasis is placed on introducing and encouraging safe practical techniques and creative thinking.</p>
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 Achievement Standards.

Studies of Society and the Environment (SOSE)

Description	<p>This full year course will be delivering content from the Australian History and Geography Curriculums.</p> <p>The History curriculum begins with an overview that introduces students to historical concepts and skills and inquiry based learning.</p> <p>Following this introduction there will be three in-depth studies. These include:</p> <ol style="list-style-type: none"> 1. Medieval Europe c.590-1500 2. Shogunate Japan c.794-1867 3. The Spanish Conquest of the Americas c.1492-1572 <p>Complementing the History curriculum are Geography and Civics and Citizenship. Topics may include: Landforms and Landscapes, Changing Nations, mapping skills and People and the Law.</p>
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Students studying this course will gain an understanding of different perspectives of issues in History and Geography and develop skills such as research and analysis of information and how to create new products with information they have sourced

Assessment Assessment is in accordance with the Australian Curriculum Achievement Standards 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

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 are recommended into the Special Interest Sport class through communication with their primary school and trials conducted during transition visits. Recommendations are based on individual skill and fitness levels, willingness to learn and work effort in class, leadership skills and ability to work positively with others.

Students undertake theory topics including: Relationships and sexual health, understanding the benefit of fitness as well as drugs and alcohol safety.

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

Practical topics include: Volleyball, Basketball, Badminton, 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

The year 9 Curriculum offers students more choice in their choice subjects. This enables students the opportunity to explore in more depth subject areas they have a genuine interest in developing further or subjects they wish to study in Year 10 and continue into SACE. 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 (Personal Development & Positive Education)

Description	Building Personal Pathways focusses on wellbeing, resilience, and the Child Protection Curriculum 'Keeping Safe'. This course also incorporates a broad range of Positive Education activities with specific focus on strengthening relationships, learning how to cultivate gratitude, promoting a healthy lifestyle, developing social and emotional skills and how to use Character Strengths to enhance well-being. Film analysis involves study of films that focus on character strengths and growth mindset.
Assessment	Assessment is continuous and based upon oral interaction, group work, investigation and enquiry, completion of written tasks. Examples include an oral presentation on a personal artefact and defining character strengths.

English

Description	<p>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.</p> <p>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.</p> <p>Students create a range of imaginative, informative and persuasive texts, including narratives, discussions, literary analyses and reviews.</p> <p>As part of our comprehensive reading program, all students in Years 9 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.</p>
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	<p>English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.</p> <p>The Year 9 EALD course aims to develop students' skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating</p> <p>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</p> <p>Students create a range of imaginative, informative and persuasive texts, including narratives, discussions, literary analyses and reviews.</p>
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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.

As part of our comprehensive reading program, all students in Years 9 engage in Running Record Assessments so staff are able to identify specific reading behaviors of each student and assign them an appropriately levelled text. Also, students engage in Guided Reading lessons with peers who share similar instructional goals. Students work collaboratively to systematically improve their decoding, fluency and comprehension with guidance from the classroom teacher.

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 and 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 safety, 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 be 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, understanding the benefit of fitness as well as drugs and alcohol safety.

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 Achievement Standards

Mathematics

Description The Year 9 curriculum is organised around the interrelated strands; 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 Achievement Standards.

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.

Emphasis is placed on introducing 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 Achievement Standards.

Studies of Society and the Environment (SOSE)

Description	<p>Continuing from Year 8 SOSE students resume their learning of local and global issues in both an historical and geographical context.</p> <p>The History focus examines Australian History in the 19th and 20th Centuries;</p> <ul style="list-style-type: none"> • Movement of Peoples (1750- 1901) • Making a Nation • World War One. <p>Geography topics include Biomes and Food Security and Geographies of Interconnection. The aim of the course is to study the broad areas of Culture, Resources, Natural and Social Systems with an Australian focus to gain an appreciation of how our society has developed and to examine issues that affect our society locally and globally.</p>
Assessment	<p>Assessment is in accordance with the Australian Curriculum Achievement Standards, 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 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.</p>

Choice Subjects

Art Visual A (The Arts)

Description	<p>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 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.</p> <p>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 reflection when producing a series of artworks that are conceptually linked.</p> <p>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 develop an informed opinion about visual arts to assist their development and production of contemporary art.</p> <p>This course provides an essential foundation to students who wish to study visual arts in the Senior School.</p>
Assessment	<p>Assessment is in accordance with the Australian Curriculum Achievement Standards, and will be reported to parents. Assessment includes resolved practical pieces, research projects, skills across different mediums. This is achieved by self and peer assessments.</p>

Art Visual B (The Arts)

Description	<p>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 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.</p> <p>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 reflection when producing a series of artworks that are conceptually linked.</p> <p>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 develop an informed opinion about visual arts to assist their development and production of contemporary art.</p>
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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 Achievement Standards, and will be reported to parents. Assessment includes resolved practical pieces, research projects, skills across different mediums, and self and peer assessments.

Dance (The Arts)

Description In Year 9, students develop knowledge, understanding and skills of dance as an art form through choreography and performance. Students will make and respond to dance works of different styles, working independently and in small groups. Students will manipulate combinations of the elements of dance to communicate choreographic intent in the dances they make, perform and view. Students will develop their skills in literacy through reading and understanding dance terminology and the elements of Dance.

Students undertake topics including:

- Introduction to Dance Booklet
 - What is dance?
 - Why people dance
 - Safe dance practice
- Review – Bangarra Dance Theatre
- Practical Dance
 - Creating/learning choreography
- Lyrical Contemporary/Hip Hop
- Jazz
- Contemporary

Practical = 80%

Theory = 20%

Students are expected to change into appropriate dance attire negotiated with the dance teacher.

Assessment Assessment is based on participation, technical skill improvement, effort, written assignments and performances. Assessment is in accordance with the Dance Achievement Standards.

Design and Technology - Energy Technology (Technologies: Design & Technologies)

Description In this subject students are introduced to energy systems with a focus on forces and structures. During Term 1, their work involves the Computer Aided Design and production of a CO₂ powered Dragster, where they will learn to use the program Autodesk Inventor. Students will prototype solutions, using 3D printing technology, to test design ideas for wheel and axle systems. Students will create a design folio for their CO₂ Dragster investigating the necessary forces to generate innovative designed solutions.

During Term 2 students will work collaboratively to produce a working trebuchet. They will select from a variety of appropriate materials, components, tools and equipment, analysing how motion, force and energy are used to manipulate mechanical systems. Students will select appropriate technology to skilfully and safely produce designed solutions, testing their product during field-experimentation. It is important students evaluate designed ideas and processes, critiquing and making calculated adjustments when necessary.

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. Integration of some other Design & Technology areas into this unit of work *may* occur.

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

Design and Technology - Metalwork (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, metal sculptures and pewter casting.

Safe working practices are emphasised in practical lessons with a focus on hand tools and welding fabrication processes. Class activities and individual work is regularly negotiated to encourage creativity. Integration of some other Design & Technology areas into this unit of work *may* occur.

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

Design and Technology - Woodwork (Technologies: Design & Technologies)

Description In this subject students are introduced to manufacturing products with timber, focusing on joining techniques. During Term 1, student work involves the production of a timber analogue clock. Students will need to select appropriate technologies to skilfully and safely produce their clock using rebate and housing joint construction. Students will accompany their clock with a design folio, which investigates a variety of materials, tools and machines used during the production of their clock. Students will learn to use the program Autodesk Inventor to develop sophisticated project plans for their clock face, visualising outcomes through Computer Aided Design tasks (CAD).

During Term 2 students will continue to develop their understanding of timber joining techniques, producing a folding camp stool using timber fixings. Students will need to mark out and measure material accurately, critiquing their work to make calculated adjustments when necessary. Students will need to justify production decisions and technologies, evaluating each step of the production process with a product-record.

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. 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, knowledge and understanding. Design tasks, practical and written assignments completed, and tests will be used to provide evidence of the learning undertaken.

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 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 Achievement Standards, 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 Achievement Standards, 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)

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 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 Achievement Standards, 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.

Food and Culture (Technologies: Design & Technologies)

Description	This course focuses on our multicultural society and aims to develop awareness and knowledge by exploring cuisines and crafts from around the world and enjoying both a cooking and craft practical experience each week. Practical food 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 completed 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 their lives.
Assessment	Assessment is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on both theory and practical tasks completed individually and in small groups.

Indonesian (Languages)

Description	<p>Assumed Knowledge: Prior Indonesian knowledge in Year 8.</p> <p>This course is based on three strands: Understanding Language, Culture and Communication.</p> <p>Student's skills are expanded linguistically, socially and culturally. Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.</p> <p>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.</p> <p>Successful completion of Year 9 Indonesian is a prerequisite for Year 10 Indonesian.</p>
Assessment	Assessment is in accordance with the Australian Curriculum Achievement Standards, 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.

Music (The Arts)

Description	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will make and respond to a range of musical forms and styles by applying their knowledge of music elements, style and notation. Students will also compose music by engaging in a variety of different musical notation and audio loop sampling software. It is essential that students attend music classes with a charged laptop to be successful in this component of the course.</p>
Assessment	Assessment is in accordance with the Australian Curriculum Achievement Standards, 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.

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

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

Practical = 50%

Theory = 50%

Semester topics include:

- Volleyball
- Badminton
- Basketball/Netball
- Touch football

Assessment Assessment based on participation, skill improvement, effort, written assignments. Assessment is in accordance with the Health and Physical Education Australian Curriculum Achievement Standards. Students will be required to reflect on performance using data and evaluate movement concepts and strategies.

South Australian Secondary Training Academy (SAASTA) Connect

Description This program is a full year subject for Year 9 Aboriginal students. It is divided into a variety of topics, including: Who am I?; Strong Leaders; Traditional Games; Respectful Friendships; Activity Day; Be Deadly Online; and The ANZACS understandings. Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment Assessment is based upon: achieving and maintaining the Student Key Performance Indicators (academic performance, attendance, behaviour, team work, pride, and respect) in relation to each of the topics listed above

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 are recommended into the Special Interest Sport class based on achievement in their previous year. Recommendations are based on individual skill and fitness levels, willingness to learn and work effort in class, leadership skills and ability to work positively with others.

Students undertake theory topics including:

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

Practical topics include:

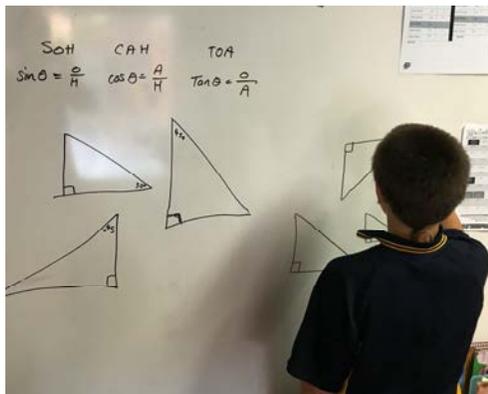
- Volleyball
- Badminton
- Basketball/Netball
- Touch football
- Fitness
- Softball
- Soccer/football code

Assessment Assessment is in accordance with the Australian Curriculum Achievement Standards, and will be reported to parents.

Assessment based on participation, skill improvement, effort, written assignments and tests.

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 2020.



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