

Middle School Curriculum Handbook 2023



ST PETERS
GIRLS



Our purpose-built, flexible learning environment supports our students to grow their collaboration, creative thinking and communication skills. We aim to develop motivated, versatile and curious students with a love of learning.

Richard Lisle

Head of Middle School

Email: rlisle@stpetersgirls.sa.edu.au

Kate Fryer

Director of Teaching and Learning

Email: kfryer@stpetersgirls.sa.edu.au

School Office

Phone: (08) 8334 2200

Email: admin@stpetersgirls.sa.edu.au

Contents

MIDDLE SCHOOL	4	Humanities	20
The Curriculum	4	Geography	20
Middle School Academic Framework	7	History	21
Curriculum Overview	8	Languages	22
		Chinese	22
		French	22
		Literacy and Numeracy	22
		Technology	23
		Digital Technologies	23
		Food Technology	23
		Philosophy and Religion	23
YEAR 7 CURRICULUM	9		
English	9		
Mathematics	9		
Science	10		
The Arts	11		
Visual Arts	11		
Music	11		
Physical Theatre	11		
Futures	12		
Health and Physical Education	12		
Health	12		
Physical Education	12		
Outdoor Education	12		
Humanities	13		
Geography	13		
History	13		
Languages	14		
Chinese	14		
French	14		
Literacy and Numeracy	15		
Technology	15		
Digital Technologies	15		
Food Technology	15		
Philosophy and Religion	15		
		YEAR 9 CURRICULUM	24
		Core Subjects	24
		English	24
		History	24
		Mathematics	25
		Philosophy and Religion	26
		Science	26
		Health and Physical Education	27
		Outdoor Education	27
		Health and Physical Education	27
		Languages	28
		Chinese	28
		French	28
		Literacy and Numeracy	28
		Electives	29
		Chinese Background	29
		The Arts	29
		Visual Arts	29
		Dance	30
		Drama	30
		Music	31
		Humanities	32
		Geography	32
		Technology	33
		Creative Technologies	33
		Food Technology	33
		Special Curriculum Programs	34
		Duke Of Edinburgh Award	34
YEAR 8 CURRICULUM	16		
English	16		
Mathematics	16		
Science	17		
The Arts	18		
Visual Arts	18		
Dance	18		
Drama	18		
Music	19		
Futures	19		
Health and Physical Education	19		
Health	19		
Outdoor Education	19		
Physical Education	20		

Middle School

The Middle School embraces Years 7-9 students. It has its own identity and aims, incorporating the development of the individual student's cognitive, spiritual, physical, social and emotional domains. Our Wellbeing program and teaching methodologies address the specific needs of the adolescent students in our care and provide a vibrant place of learning and enjoyment.

The Middle School uses the best aspects of primary and secondary schooling to meet the needs of young adolescents. In Middle School, there is an increased need for specialist subject teachers and appropriate facilities. Students are also given an increasing degree of choice in the subjects they select, preparing them for the process of choosing educational pathways in the Senior School.

Students develop a close pastoral relationship with their Home Group teacher who works with the students to help them build organisational skills, resilience and independence. In Year 7, it is usual for the Home Group teacher to teach their Home Group their own specialist subject. The benefits of a teacher developing detailed knowledge of their students through regular contact is continued in Years 8 and 9.

MIDDLE SCHOOL PHILOSOPHY

We believe that our Middle School students should experience an education that:

- delivers a robust, engaging, inspiring and challenging curriculum
- nurtures talent and unlocks potential
- raises self esteem and personal aspirations
- helps students explore and develop individual and group values
- is inclusive and supportive
- creates meaningful links to society with the aim of creating responsible global citizens
- enables students to experience success and share in the successes of others
- fosters critical and deep thinking
- allows students to experience leadership
- provides opportunities for self expression and reflection

MIDDLE SCHOOL AIMS

The Middle School aims to develop students with the capacity and motivation to be:

- creative and critical thinkers
- resilient, reflective and self-managing learners
- collaborative learners who understand the importance of communication
- versatile, motivated and engaged workers
- ethical and curious researchers

CURRICULUM

St Peter's Girls' Middle School curriculum offers a dynamic and diverse curriculum which is designed to extend all abilities and to equip each student with a wide range of knowledge and skills. The School is committed to the following key areas of learning from Year 7 to Year 9:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Religious Education
- Science
- Humanities
- Technology

ASSESSMENT

Assessment in our Middle School is the process of collecting, organising, interpreting, recording and using a variety of information gained from our students so informed judgements can be made about their performances, achievements and needs. Learning is enhanced through assessment, both formative and summative. Students are encouraged to complete all set work punctually.

EXAMS / REPORTS / INTERVIEWS

Formal exams occur during Semester 2 for Years 8 and 9 students. Student reports are issued four times a year - at the end of each term. Additionally, our continuous reporting system – via myLink parent portal – enables parents to see grades and read teacher feedback for all summative assignments. Parent/teacher interviews occur once each year. Parents are contacted if there are concerns about their daughter's learning throughout the year.

NAPLAN AND COMPETITIONS

Baseline data is gathered with the National Assessment Program, Literacy and Numeracy (NAPLAN) in Years 7 and 9. State and National competitions occur in many curriculum areas, and internal diagnostic testing is completed prior to entry to the Middle School and then once a year in spelling, reading and maths throughout the Middle School.

HOME GROUP AND HOME GROUP TEACHER

Students are assigned to a Home Group and remain with the group throughout the year. The Home Group teacher makes every effort to become a significant adult in the girls' lives and monitors all aspects of the students' development.

The Home Group teacher delivers all of our #EMPOWHER wellbeing lessons.

Belonging to this pastoral care group plays a critical role in providing each student with support. Our Wellbeing program also addresses areas such as conflict resolution, bullying and harassment, personal and cyber safety, study skills and time management.

COMMUNICATION

Parents are encouraged to ring or email their student's Home Group teacher if there are matters to discuss. The teacher will call back at the earliest convenient time to discuss the matter over the telephone, email a reply or make an appointment to meet.

Parents are also encouraged to call the Head of Middle School, Mr Richard Lisle on 8334 2256, if they feel this is appropriate.

CHAPEL AND EUCHARIST

In keeping with the heritage of the Sisters who established St Peter's Girls' School, regular Chapel Services occur. Eucharists are held throughout the year and our Chaplain provides care and support for the students through Religious Education and spiritual guidance.

HOUSES

Each student is assigned to a House Group; **Kennion, Kilburn, Patteson** or **Selwyn**.

The students stay with this House throughout their Middle and Senior School years. They represent their House in a variety of activities such as Swimming and Athletics competitions, Interhouse sport, Choral Night and Debating competitions. During the year, a House Dinner for students from Years 7-12 is held for each House.

UNIFORM / LOST PROPERTY

The appropriate uniform attire is detailed in the School Diary for both summer, winter and sports attire. All clothing needs to be labeled clearly and permanently. If an article of clothing is lost, the Front Office can be contacted.

LEADERSHIP OPPORTUNITIES

Leadership opportunities are provided for many students in Year 9. Students may seek leadership roles within their House, or in a variety of other roles including the Environment Club, Choir, Events, Arts, Chapel and in the Library.

HOMEWORK

Homework is encouraged in the Middle School. The purpose is to further develop understanding and consolidate learning. Homework is set for each weeknight and students receive a homework timetable detailing the homework requirements for each night.

- Year 7 – 60 minutes per night
- Year 8 – 80 minutes per night
- Year 9 – 100 minutes per night

Students are encouraged to read on a regular basis.

MUSIC

Students have the opportunity to learn a wide range of musical instruments from professional instrumental teachers who visit our School each week. For information about the range available, please contact the Music Department on 8334 2275. Lessons are arranged on a rotating basis, so interference with lessons is minimised. Payment to instrumental teachers is organised directly between the parents and teacher.

PARENT PARTICIPATION

Middle School parents are encouraged to take part in our many School activities. Opportunities occur through our parent groups such as Friends of The Arts and Saints Sport Support Group. Many parents, grandparents and friends support our Learning Extension and Assistance Program (LEAP) or assist in the Library.

Parents in the Middle School are welcome to support the many sporting and musical events that occur during the year.

SPORT

School sport is compulsory for all Middle School students. Practices are held throughout the week, with some matches played on Saturday mornings. There is a wide selection of sports to choose from for both summer and winter sports.

Occasionally, due to illness or other reasons, students may not be able to take part in these sporting activities. Parents are asked to contact the PE Department on 8334 2242 to notify of any difficulties. In exceptional cases, an exemption may be given to students who take part in elite sport programs or activities, but an application must be made in writing to the Director of Sport.

INFORMATION TECHNOLOGY

Information Technology is integrated across all learning within the Middle School and is leveraged to improve student learning. All Middle School students operate in a 1to1 context: students have their own laptop throughout Middle School.

Further information on the implementation of ICT is available from the Head of Technology & Digital Learning, Garth Coulter, via gcoulter@stpetersgirls.sa.edu.au.

EDGE

Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities. The EDGE (Extended, Differentiated, and Gifted Education) program ensures these needs are met through enrichment, extension and acceleration.

The program is tailored to the individual, allowing them to learn at their optimum rate and maximise opportunities for self-fulfillment and development. Activities focus on Science, Technology, Engineering, Maths, Philosophy, Critical Literacy and Creative Problem Solving.

Participating students leave their regular classes for one lesson per week to work in extension groups. Girls also take on exciting academic competitions and stimulating Extra-Curricular activities. Most importantly, the program delves into our classrooms, as our EDGE Coordinator works with teachers to ensure every student is provided with stretch and challenge.

OUTDOOR EDUCATION AND SCHOOL CAMPS

A comprehensive outdoor and social education program is offered.

- Year 7 – Robe and surrounds – kayaking, hiking, caving, camping and surf activities
- Year 8 – Kangaroo Island – camping, aquatics, environmental education, hiking
- Year 9 – Yorke Peninsular Expedition – Camping, Bush Walking, Abseiling and team challenges

The Outdoor Education program provides:

- Environmental awareness activities
- Personal Development - emphasising and enhancing self confidence, cooperation, self reliance and consideration of others
- Links with other curriculum areas and enhances the learning in these areas
- Development of skills in outdoor recreation activities
- An opportunity to begin the Duke of Edinburgh Award

HEALTH AND MEDICAL INFORMATION

If a student becomes ill or has an accident, an immediate assessment will be made by the School's Registered Nurse (phone 8334 2274). Parents will be notified if further treatment or care is required. In the case of an emergency, a child will be taken to hospital by ambulance for treatment.

Richard Lisle

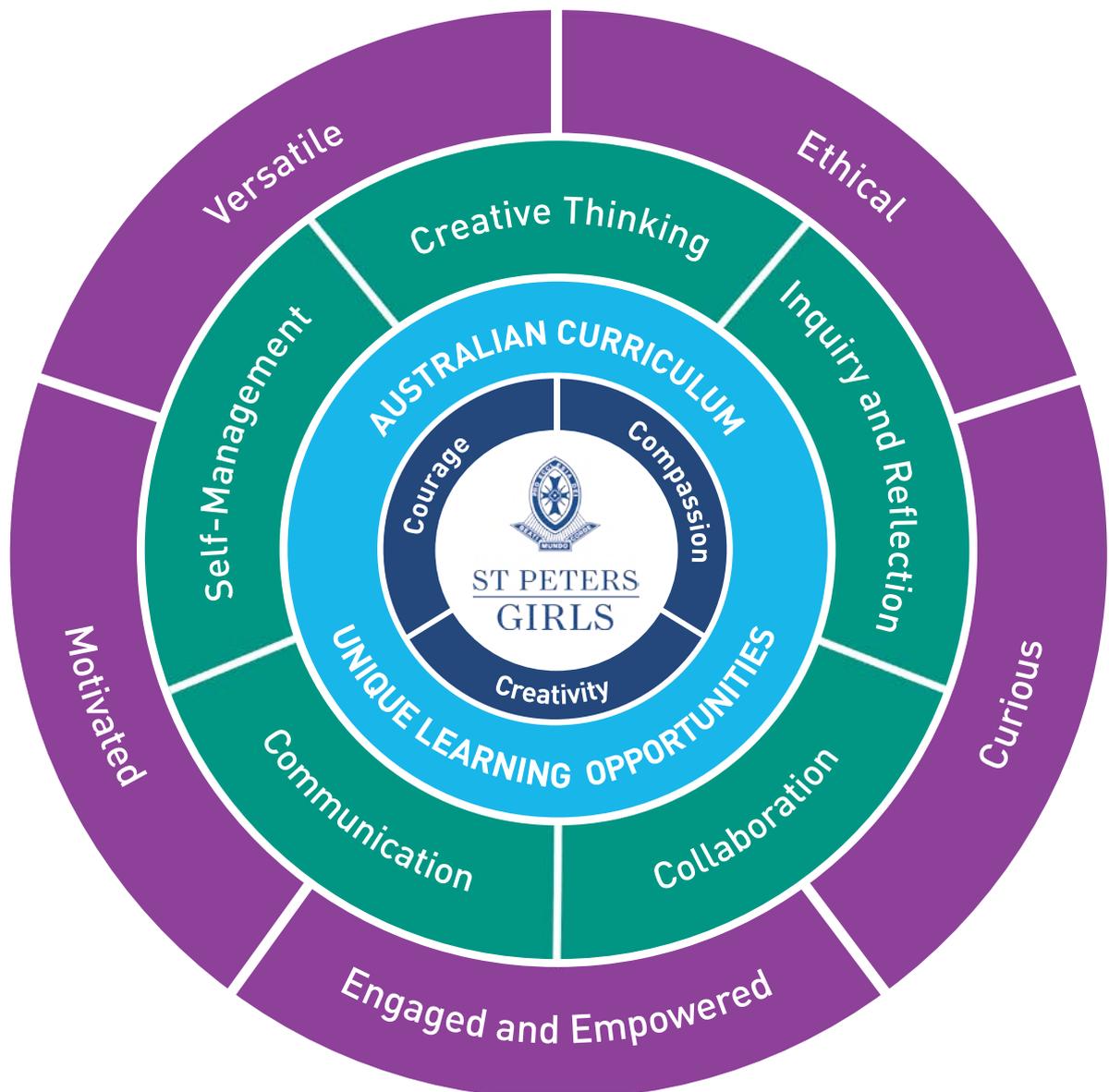
Deputy Principal / Head of Middle School

Middle School



ST PETERS
GIRLS

ACADEMIC FRAMEWORK



Curriculum overview

YEAR 7	YEAR 8	YEAR 9	YEAR 10
English	English	English	English > English > English as an Additional Language
Humanities > History > Geography > Philosophy and Religion	Humanities > History > Geography > Philosophy and Religion	Humanities > History > Geography > Philosophy and Religion	Humanities > History (20th Century World) > Justice and Society > Economics
Mathematics	Mathematics	Mathematics	Mathematics > Mathematics
Science	Science	Science	Science > Science > Forensic Science > Psychology
The Arts > Visual Arts > Music > Physical Theatre	The Arts > Visual Arts > Dance > Drama > Music	The Arts > Visual Arts > Dance > Drama > Music	The Arts > Visual Arts: Art/Design > Dance > Drama > Music
Languages > French > Chinese > Chinese Background > Literacy and Numeracy > EAL/D	Languages > French > Chinese > Chinese Background > Literacy and Numeracy > EAL/D	Languages > French > Chinese > Chinese Background > Literacy and Numeracy > EAL/D	Languages > French > Japanese > Chinese > Chinese Background
Technology > Food Technology > Digital Technologies	Technology > Food Technology > Digital Technologies	Technology > Food Technology > Creative Technologies	Technology > Film Production (incl. Certificate III in Screen and Media) > World of Food
Health and PE > Health and Physical Education > Outdoor Education	Health and PE > Health and Physical Education > Outdoor Education	Health and PE > Outdoor Education > Health and Physical Education	Health and PE > Health and Physical Education > High Performance: (incl. Certificate III in Sports Coaching)
Futures > Entrepreneurial thinking and experiences linked to 21st century problems			Cross disciplinary > Mission to Mars > Personal Learning Plan (Stage 1) > Study Support

Year 7 Curriculum

ENGLISH

YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

CONTENT DESCRIPTIONS

Language

- Language variation and change
- Language interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

Literacy

- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

ACHIEVEMENT STANDARDS

Listening, reading and viewing

By the end of Year 7, students will understand:

- How text structures can influence the complexity of a text and are dependent on audience, purpose and context
- How the choice of language features, images and vocabulary affects meaning
- How to explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning
- How to select specific details from texts to develop their own response, recognising that texts reflect different viewpoints
- Different perspectives in texts

Speaking, writing and creating

Students understand how:

- The selection of a variety of language features can influence an audience
- To draw on personal knowledge, textual analysis and other sources to express or challenge a point of view

- To create texts showing how language features and images from other texts can be combined for effect
- To create structured and coherent texts for a range of purposes and audiences
- To make presentations and contribute actively to class and group discussions, using language features to engage the audience
- To create and edit texts demonstrating an understanding of grammar, using a variety of more specialised vocabulary, and accurate spelling and punctuation

ASSESSMENT

- Continuous assessment throughout the year involving a range of mediums, including written, oral and multi-modal texts
- Two common moderated tasks, one in each semester
- Critical reading tasks conducted under test conditions

MATHEMATICS

YEAR LEVEL DESCRIPTION

Mathematics at Year 7 will:

- Address key concept skills and processes for progression in Mathematics
- Utilise the three content strands: Number and algebra, statistics and probability, and measurement and geometry
- Embed the proficiencies of understanding, fluency, reasoning and problem-solving
- Use available digital technology, including calculators in teaching and learning contexts

CONTENT DESCRIPTORS

Number & Algebra

Indices, Integers, Calculation (Fractions, Decimals, Percentages and Ratios), Variables and Formulae, Linear Equations, Coordinates

Statistics & Probability

Data Measures, Data Investigation, Sample Space

Measurement & Geometry

Geometry (Lines, Triangles, Quadrilaterals and Constructions), Measurement Formulae, Transformations, Time and Location

ACHIEVEMENT STANDARD

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and solve problems involving percentages, fractions and decimals. They compare the cost of items to make financial decisions.

Students represent numbers using variables and connect the laws and properties for numbers to algebra. They interpret simple linear representations and describe three dimensional objects. They represent transformations in the Cartesian plane and assign ordered pairs to given points. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean. Students use fractions, decimals and percentages. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. Students use formulae for the area and perimeter of rectangles, calculate volumes of rectangular prisms and classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem and leaf plots and dotplots.

ASSESSMENT

- Tests
- Investigations
- Extended tests

SCIENCE

YEAR LEVEL DESCRIPTION

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system, and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

CONTENT

Biological Sciences

There are differences within and between groups of organisms; classification helps organise this diversity. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

Chemical Sciences

Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.

Earth and Space Sciences

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.

Some of Earth's resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment.

Physical Sciences

Change to an object's motion is caused by unbalanced forces acting on the object.

Earth's gravity pulls objects towards the centre of the Earth.

ACHIEVEMENT STANDARD

By the end of Year 7, students should be able to:

- Describe techniques to separate pure substances from mixtures
- Represent and predict the effects of unbalanced forces, including Earth's gravity, on motion
- Explain how the relative positions of the Earth, sun and moon affect phenomena on Earth
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems
- Predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem
- Explain how the solution was viewed by, and impacted on, different groups in society
- Identify questions that can be investigated scientifically
- Plan fair experimental methods, identifying variables to be changed and measured
- Select equipment that improves fairness and accuracy and describe how they considered safety
- Draw on evidence to support their conclusions
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods
- Communicate their ideas, methods and findings using scientific language and appropriate representations

ASSESSMENT

- Individual and group research projects
- Skills with apparatus
- Practical reports, including experimental design
- Oral presentations
- Posters
- Topic tests

The Arts

VISUAL ARTS

AIMS

- Encourage students to contribute in and enjoy a range of visual arts experiences
- Develop student confidence in creating and analysing visual arts
- Encourage creativity and sensitivity in the use of materials
- Promote an appreciation and understanding of visual arts within different cultural and historical perspectives

In this course, students will acquire knowledge and skills in the foundations of creativity 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.

Students will explore artworks from a range of cultures, periods and locations to develop their understanding of visual expression, and its connection to cultural 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.

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.

CONTENT

- Art elements and principles
- Colour wheel
- Portraiture
- Continuous line drawing
- Using the iPad in visual arts
- Shading – lead and coloured pencils
- One-point perspective
- Indigenous weaving
- Artist study
- Personal artist statements

MUSIC

AIMS

- Foster the enjoyment of music as an activity while developing aural, reading and performance skills
- Develop understanding of simple pitch and rhythmic detail
- Develop skills using untuned and tuned percussion instruments, keyboard and related aural and theoretical knowledge
- Create simple improvisations and compositions using music technology
- Develop ICT skills in audio engineering and producing
- Develop an understanding of the elements and styles of music
- Understand structure of simple song forms and the contextual relevance of popular song forms

Students study Year 7 Music for one semester.

CONTENT

- Aural training, rhythm exercises
- Written work, rhythms, note reading (non-dotted)
- Written exercises; pitch and rhythm exercises
- Sight singing exercises and ensemble singing
- Study of musical elements, composition forms and styles
- Develop compositional and improvisation skills
- Music technology song writing software
- Study of Aboriginal music (traditional and contemporary)

ASSESSMENT

Continuous assessment will be made through aural, practical, theoretical and written tasks.

The development of musical skills through participation is monitored frequently throughout the year on an informal basis.

CO-CURRICULAR ACTIVITIES

Students are given the opportunity to participate in ensembles such as Concert Choir, Developmental Band, Concert Band, String Orchestra, Chamber Choir, various small ensembles and participation in the Instrumental and Vocal Tuition Program

PHYSICAL THEATRE

AIMS

- Develop confidence
- Develop and explore skills in movement, vocal delivery and characterisation
- Develop verbal and non-verbal communication skills
- Develop an understanding of safe movement practices
- Develop skills which allow students to work productively as individuals, in pairs and in groups
- Demonstrate the understanding of performance skills

Students study Physical Theatre for one semester. Physical Theatre is a contemporary theatre art form that combines Dance and Drama skills. The course is highly practical in nature so requires students to change into clothes that allow them to move easily for each lesson.

CONTENT

- Problem-solving task work in pairs and small groups
- Vocal Development: Pace, breath, projection, volume, pause, articulation, expression
- Choreography and expressive movement
- Characterisation: Development of physical and vocal characterisation techniques
- Performance: Improvisation, task work
- Oral and written reflective analysis

ASSESSMENT

Students will be assessed progressively on their skills, their application in class and on their development throughout the course. Students will self and peer evaluate through oral and written reflective tasks. Students will be assessed individually and in groups, on a number of problem-solving tasks including the final performance piece.

FUTURES

The Futures program is unique to Middle School at St Peter's Girls and introduces the concept of Entrepreneurialism, Innovation and Emerging Technologies. The students will engage in personalised learning experiences, so that each girl can pursue her passions and talents to excel in her own unique way. The program is based around creativity, innovation and the entrepreneurial mindset.

AIMS

- Apply the Design Thinking process to define problems and develop solutions to a mass market.
- Encourage risk taking by testing out ideas that may not work out.
- Develop an understanding of the role emerging technologies play in the design, thinking process and the opportunities they present in tech entrepreneurs.
- Identify the difference between an entrepreneur and an entrepreneurial mindset.
- Understand the opportunities for entrepreneurs to succeed at a local, national and international level.
- Understand the ethical and social responsibilities of businesses to create innovative and sustainable products or services in the future.

CONTENT

- Artificial Intelligence and Tech entrepreneurship
- Establish and run a market stall for the purpose of making a profit
- App Development
- Future of Fashion

Health and Physical Education

HEALTH

AIM

- Health lessons will develop reflection on personal thoughts and feelings. Through the variety of units taught, students will understand the reasoning behind their actions, allowing greater consideration of family and peers.

CONTENT

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)

PHYSICAL EDUCATION

AIMS

- To enable students to participate in a wide range of physical activities, developing skills through experience in movement and sport
- To offer a physical education program which incorporates game skills, fitness, aquatics, athletics and recreational pursuits in a positive environment
- Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams
- Students develop the confidence to pursue an active lifestyle

out of school; an emphasis is placed on maximum participation and game awareness

CONTENT

The course includes swimming and athletics, which prepare the students for their Sports Day and Swimming Carnival. All students prepare for competitive events and novelty relays.

Students will participate in softcrosse, hockey, cricket, soccer, volleyball, cross country and badminton. Each unit comprises eight lessons in which students learn the skills involved, play small sided games, full games, learn the rules associated with the sport and have the opportunity to umpire.

Students also participate in fitness testing and peer learning.

ASSESSMENT

Assessment is made through subjective observation of the student in class activities and objective testing. Ability, effort and behaviour are the basis for reports.

OUTDOOR EDUCATION

COURSE LENGTH

Year 7 Camp is held at Robe in the South-East for five days in Term 1.

PREREQUISITES

No prior knowledge is required but camping experience from previous camps in this program will be an advantage.

AIMS

- To develop in students an understanding of the natural environment, the ability to survive in that environment and the need for its conservation.
- To develop their outdoor living skills and group skills.
- Students will be exposed to Aboriginal culture of the region which will enhance and develop their studies from the classroom.

CONTENT

This camp provides opportunities for students to develop camping and kayaking skills as well as Aboriginal knowledge. They will participate in an overnight walk where they will carry their own equipment and supplies.

On Year 7 Camp students will sleep in tents for all four nights. They will supply and cook some of their own food using Trangias. They will practise minimum impact camping.

Students will participate in activities which promote care of the environment and understanding of the Aboriginal heritage of the area. Students will learn of the Bunganditj feelings for the land and their culture.

Students will also participate in a basic skills kayaking session, along with exploring the Naracoorte Caves, a World Heritage site, and attempting adventure caving.

ASSESSMENT

Assessment is based on the students' actions regarding conservation of the environment, leadership and the ability to work as part of a group.

Humanities

GEOGRAPHY

The Year 7 Geography course is guided by the following key inquiry questions:

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Geographical Knowledge and Understanding

There are two units of study in the Year 7 curriculum for Geography.

Water in the world – This unit examines the many uses of water, how it is perceived and valued, and the ways that it is used as a resource. Students will investigate the ways it connects places and the impact it has on sustainability.

Places are for living in – Students examine the factors that influence livability of a location, researching services and facilities needed to support and enhance people's lives, and how spaces are planned and managed.

Geographical Inquiry Skills

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

ACHIEVEMENT STANDARD

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

ASSESSMENT

A wide range of assessments are used including role play, essays, comprehension and statistical analysis, debates, posters, Information Communication Technology, primary and secondary resource analysis, tests inquiry, field work, research and resource based learning activities, group work, oral presentation, book reviews.

HISTORY

YEAR LEVEL DESCRIPTION

The Year 7 History course develops historical and geographical knowledge and understanding and skills.

Key Inquiry

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

CONTENT

Historical Knowledge and Understanding

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE). Students will cover an Overview and three in depth topics.

Overview

The content covers the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) and includes the following:

- The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world
- The evidence for the emergence and establishment of ancient societies
- Key features of ancient societies

In Depth Topics

The depth studies for this year level include:

- Investigating the ancient past
- The Mediterranean world
- The Asian world

Historical Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

ACHIEVEMENT STANDARD

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources, and locate, compare and use information to answer inquiry questions.

They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical and geographical terms and concepts, incorporate relevant sources and acknowledge their sources of information.

ASSESSMENT

A wide range of assessments are used including role play, essays, comprehension and statistical analysis, debates, posters, Information Communication Technology, primary and secondary resource analysis, tests inquiry, field work, research and resource based learning activities, group work, oral presentation, book reviews.

Languages

CHINESE

AIMS

- Develop communicative skills in spoken and written Chinese in different social and cultural contexts
- Identify the cultural values, norms and practices embedded in Chinese
- Understand the structures and features of the Chinese language system
- Generate overall literacy skills through comparisons of and reflections on the Chinese and English language systems
- Develop skills in information and technologies to produce texts and obtain information critically

CONTENT

Students develop proficiencies in the skills of listening, speaking, reading, writing and the grammatical knowledge necessary to perform accurately and appropriately a variety of tasks in Chinese.

Class work is based on the textbook 'Chinese Made Easy 1' and topics covered include:

- Greetings and farewells
- Numbers and counting systems
- Family
- Country, nationality and language

- Body parts
- Occupations
- Time
- Daily routine
- Chinese festivals
- Chinese phonetic system
- Reading and writing of the Chinese components and characters

The content is set in the cultural context of China, and socio-cultural learning and understanding is an intrinsic part of the course.

ASSESSMENT

Students are assessed on a continuous basis by means of classroom tasks, oral presentations, research projects, unit tests and other written assignments which incorporate ICT skills. All four skills of reading, writing, listening and speaking are assessed, as is knowledge of vocabulary and grammar and students' ability to manipulate language for different purposes. There are summative assessments at the end of each unit.

FRENCH

AIMS

- Socialising with peers and adults to exchange information
- Informing from a range of spoken, written and multimodal texts
- Reading, listening and creating imaginative texts
- Translating short texts from French and English
- Reflecting on intercultural awareness
- Developing awareness of different systems of language
- Reflecting on the role of language and culture

CONTENT

Students are instructed in the skills of listening, reading, speaking and writing and the cultural and linguistic knowledge necessary to perform a variety of communicative tasks in French. Class work is based on the text 'Tapis Volant 1' (fourth edition) and topics include:

- Asking and giving simple personal information
- Numbers 1 to 60
- Nationalities
- Talking about families
- Talking about and describing pets
- Subjects and classroom instructions
- Food and celebrations

Individual research assignments provide the opportunity for students to explore aspects of French and francophone cultures.

ASSESSMENT

The skills of speaking, listening, reading and writing are assessed through vocabulary tests, role plays and other written assignments.

LITERACY AND NUMERACY*

* This course is for identified students only

AIMS

To support all students to

- Maximise literacy skills
- Maximise numeracy skills
- Become self-motivated and independent learners
- Understand how they learn best
- Access the curriculum in core subject areas

CONTENT

Students will work on an online differentiated literacy intervention program supported by staff to enhance literacy skills. Focus is also given to consolidating numeracy skills. Students will be supported to access curriculum in core subjects.

ASSESSMENT

- No formal assessment
- Feedback is provided through the reporting system

Technology

DIGITAL TECHNOLOGIES

To develop knowledge, understanding and skills of computational, design and systems thinking to allow students to be innovative creators of technology and creators of entrepreneurial solutions using technology.

CORE UNITS

- Network and security
- Data and information
- Creating an app or a game
- Digital citizenship

ACHIEVEMENT STANDARDS

- Distinguish between different types of networks and defined purposes
- Explain how text, image and audio data can be represented, secured, and presented in digital systems
- Plan and manage digital projects to create interactive information
- Define and decompose problems in terms of functional requirements and constraints
- Implement and modify programs with user interfaces involving branching, iteration, and functions in the Python programming language
- Design user experiences and algorithms
- Evaluate information systems and their solutions in terms of meeting needs, innovation, and sustainability
- Analyse and evaluate data from a range of sources to model and create solutions
- Use appropriate protocols and safety when communicating and collaborating online

ASSESSMENT

- Homework tasks
- Practical assignments
- Practical skills tests

- Online theory tests

FOOD TECHNOLOGY

AIMS

- To acquire valuable living skills
- To assist the students to gain an understanding of safe working environments in Food Management
- To develop confidence in the use of a range of pieces of equipment in the kitchen
- To develop their skills through the preparation of a variety of recipes and thereby enhance their self esteem through the achievement of tasks

CONTENT

- Participation in a range of food preparation tasks to develop skills in the use of kitchen equipment
- Development of understanding of nutrition issues related to the foods prepared and in students' everyday diets
- Consideration of modern technology and its impact on foods eaten and preparation techniques
- Development of the general principles of planning, preparation techniques, presentation and sound time management
- Interaction with others and working as a cooperative team

ASSESSMENT

- Written weekly homework
- Assessment of planning, preparation, presentation and working with others during practical work
- Self evaluation of practical work

PHILOSOPHY AND RELIGION

AIMS

- To develop a capacity for spiritual sensitivity and growth
- To investigate and understand the origins and growth of the Christian faith
- To acquire an understanding of the Anglican Church and its traditions, significant festivals and sacraments
- To explore basic philosophical questions such as 'What is good?', 'What is real?' and 'What does it mean to be courageous?'
- To develop critical thinking skills as a tool for meaningful philosophical discussion
- To develop an understanding and knowledge of other major world religions and how they are practised throughout the world.

CONTENT

- The life of Jesus – Mark's Gospel
- Christianity – The Basics and Anglicanism
- Philosophy through 'The Lion, the Witch, and the Wardrobe'
- Hinduism – The Basics
- Religious festivals and celebrations

LEARNING ACTIVITIES

- Class and group discussions
- Individual and group work
- Written responses
- Re-telling of stories in video

Year 8 Curriculum

ENGLISH

YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

CONTENT DESCRIPTIONS

Language

- Language variation and change
- Language interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

Literacy

- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

ACHIEVEMENT STANDARDS

Listening, Reading and Viewing

By the end of Year 8, students will:

- Understand how the selection of text structures is influenced by the selection of language modes and how these vary for different purposes and audiences
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts
- Interpret texts, questioning the reliability of sources of ideas and information
- Select evidence from texts to show how events, situations and people can be represented from different viewpoints
- Listen for and identify different emphases in texts, using that understanding to elaborate upon discussions

Speaking, Writing and Creating

By the end of Year 8, students will:

- Understand how the selection of language features can be used for particular purposes and effects
- Explain the effectiveness of language choices they use to influence the audience
- Show how ideas can be expressed in new ways through combining ideas, images and language features from other texts
- Create texts for different purposes, selecting language to influence audience response
- Make presentations and contribute actively to class and group discussions, using language patterns for effect
- Take into account intended purposes and the needs and interests of audiences when developing and editing texts to create specific effects
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation

ASSESSMENT

- Continuous assessment throughout the year involving a range of mediums, including written, oral and multi-modal texts
- Two common moderated tasks, one in each semester
- Critical reading tasks conducted under test conditions, including an examination undertaken in Term 3

MATHEMATICS

YEAR LEVEL DESCRIPTION

In line with the Australian Curriculum – Mathematics guidelines for K-10 Mathematics

- Address key concept skills and processes for progression in Mathematics
- Utilise the three content strands: Number and algebra, statistics and probability, and measurement and geometry
- Embed the proficiencies of understanding, fluency, reasoning and problem-solving
- Use available digital technology, including calculators in teaching and learning contexts

CONTENT DESCRIPTIONS

Number & Algebra

Ratio and Rates, Index Laws, Calculation (developing more advanced skills – Fractions, Decimals and Percentages), Algebra, Linear Equations and Coordinates (Linear Functions), Integers

Statistics & Probability

Statistical Measures, Data Investigation (continued), Probability and Representing Probabilities

Measurement & Geometry

Parallel Lines and Angles, problem-solving with Geometry, Congruence, Measurement Formulae (more advanced), including Circles, Location Visualisation (2D and 3D views)

ACHIEVEMENT STANDARD

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss and problems relating to the volume of prisms. They make connections between expanding and factorising algebraic expressions. They make sense of time duration.

They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out operations with integers. They simplify algebraic expressions. They solve linear equations and graph relationships on the Cartesian plane. Students convert units of measurement for area and volume and perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences. Students determine complementary events and calculate the sum of probabilities.

ASSESSMENT

- Tests
- Investigations
- Exams

SCIENCE

YEAR LEVEL DESCRIPTION

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

CONTENT DESCRIPTIONS

Biological Science

Cells are the basic units of living things and have specialised structures and functions.

Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

Chemical Sciences

The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.

Differences between elements, compounds and mixtures can be described at a particle level.

Chemical change involves substances reacting to form new substances

Earth and Space Sciences

Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

Physical Sciences

Energy appears in different forms including movement (kinetic energy), heat and potential energy, and transfers cause change within systems.

ACHIEVEMENT STANDARD

By the end of Year 8, students should be able to:

- Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances
- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems
- Compare processes of rock formation, including the time scales involved
- Analyse the relationship between structure and function at cell, organ and body system levels
- Examine the different science knowledge used in occupations
- Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems
- Identify and construct questions and problems that they can investigate scientifically
- Consider safety and ethics when planning investigations, including designing field or experimental methods
- Identify variables to be changed, measured and controlled
- Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions
- Explain how modifications to methods could improve the quality of their data, and apply their own scientific knowledge and investigation findings to evaluate claims made by others
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types

ASSESSMENT

- Individual and group research investigations
- Practical reports, including experimental design
- Oral presentations
- Topic tests
- Final examination on semester's work

The Arts

VISUAL ARTS

AIMS

- Encourage students to participate in and enjoy a range of visual arts experiences
- Develop students' confidence in making and evaluating visual arts
- Develop students' skills and introduce them to visual arts concepts
- Promote an appreciation and understanding of visual arts within different cultural and historical perspectives

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. Students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to cultural 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 visual art.

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.

CONTENT

- Response – What is Art for?
- Art elements and principles
- Using the iPad in visual arts
- Analysis – portraits (Frida Kahlo, Ah Xian and Jandamarra Cadd)
- Geometric drawing
- Ceramics – coral creations
- Annotated portfolio work and experimentation
- Personal artist statements
- Artist study
- Involvement in class production and performance in the role of costume/set design

DANCE

AIMS

- Explore and develop dance skills and build on the understanding of safe dance practices in a number of dance genres
- Select movement, apply composition skills, refine and create movement sequences appropriately
- Develop skills which allow students to work productively as individuals, in pairs and in groups
- Demonstrate the understanding of the skills required of a dance performer
- Give students an opportunity to view and reflect upon dance

Year 8 Dance is highly practical in nature so requires students to change into clothes that allow them to move easily for each lesson.

CONTENT

- Technical skills including safe dance practice, posture, increasing flexibility and strength, isolation of body parts, travelling, turns, jumps and leaps
- Composition (e.g. locomotor and axial movement, partnering techniques), working in pairs and small groups to create original movement sequences
- Performance (formal and informal)
- Discussion, research and analysis of dance
- Involvement in class production and performance in the role of dancer or choreographer

ASSESSMENT

Students will be assessed progressively on their skills, their application in class and on their development throughout the course. Students will self and peer evaluate through oral and written reflection. They will be assessed individually and in groups on a number of creative tasks.

DRAMA

Students study Year 8 Drama for one term.

AIMS

- Introduce students to an understanding of Drama theory and its relation to practice
- Introduce students to a range of performance skills and techniques
- Encourage students to apply their learning creatively, both independently and in groups
- Develop students' ability to use appropriate terminology to analyse and describe their own works and the works of others

CONTENT

- Improvisation
- Movement
- Characterisation
- Stagecraft
- Familiarisation with script work
- Tableaux
- Voice
- Involvement in class production and performance in the role of actor, director or stage manager

ASSESSMENT

Assessment is a combination of class workshops, drama journaling and formal monologue presentation. Criteria are based on individual performance skills, group skills and application. Written work is assessed for fluency, creativity and the ability to understand and discuss theatrical techniques.

CO-CURRICULAR ACTIVITIES

Students are encouraged to join the School Musical to enrich their performance skills.

MUSIC

Students study Year 8 Music for one term.

AIMS

- Foster the enjoyment of music as an activity while developing aural, reading and performance skills
- Develop understanding of simple pitch and rhythmic detail
- Develop skills using instruments, such as keyboard, to compose and re-create music
- Develop ICT skills in audio engineering and producing
- Develop an understanding of the elements and styles of music
- Understand structure of simple song forms and the contextual relevance of popular song forms

CONTENT

- Aural training, rhythm exercises
- Written work, rhythms, note reading (non-dotted)
- Written exercises; pitch and rhythm exercises
- Sight singing exercises and ensemble singing
- Study of musical elements, forms and styles
- Develop skills on rhythm instruments (piano, drums, bass, guitar)
- Music technology song writing software
- Composition
- Involvement in class production and performance in the role of band member or music composer

ASSESSMENT

Continuous assessment will be made through aural, practical, theoretical and written tasks.

The development of musical skills through participation is monitored frequently throughout the year on an informal basis.

CO-CURRICULAR ACTIVITIES

Students are given the opportunity to participate in ensembles such as Concert Choir, Developmental Band, Concert Band, String Orchestra, Chamber Choir, Rock Band, various small ensembles and participation in the Instrumental and Vocal Tuition Program.

FUTURES

The Futures program is unique to Middle School at St Peter's Girls and introduces the concept of Entrepreneurialism, Innovation and Emerging Technologies. The students will engage in personalised learning experiences, so that each girl can pursue her passions and talents to excel in her own unique way. The program is based around creativity, innovation and the entrepreneurial mindset.

AIMS

- Apply the Design Thinking process to define problems and develop solutions to a mass market
- Encourage risk taking by testing out ideas that may not work out
- Develop an understanding of the role emerging technologies play in the design. thinking process and the opportunities they present in tech entrepreneurs
- Identify the difference between an entrepreneur and an entrepreneurial mindset
- Understand the opportunities for entrepreneurs to succeed at a local, national and international level
- Understand the ethical and social responsibilities of businesses to create innovative and sustainable products or services in the future

CONTENT

- Artificial Intelligence and Tech entrepreneurship
- Establish and run a social enterprise
- App Development
- Prototyping with emerging technologies

Health and Physical Education

HEALTH

AIM

- Health lessons will develop reflection on personal thoughts and feelings. Through the variety of units taught, students will understand the reasoning behind their actions, allowing greater consideration of family and peers.

CONTENT

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)

OUTDOOR EDUCATION

COURSE LENGTH

The Year 8 Camp is held on Kangaroo Island for 5 days in Term 1. Orientation sessions are held before the camp.

AIMS

- To develop in students an understanding of the natural environment, an ability to survive in that environment and the need for its conservation
- Living in the outdoors allows students to develop positive attitudes and behaviours towards the environment
- Group based challenges and activities will provide opportunities to develop important social and group skills including team work
- Through overcoming personal challenges, students will have the opportunity to enhance self confidence

CONTENT

The Year 8 Camp is closely linked to the curriculum area of Geography and Tourism. Studies of Kangaroo Island occur in the classroom and are then reinforced in the field with trips to important ecological and tourist sites.

Students will also complete an overnight walk on the Stunsail Boom property as well as visiting Remarkable Rocks, Admiral's Arch, and undertaking adventure caving and snorkeling at Western River Cove.

Students will sleep in tents in a base camp situation and will be involved in the preparation and cooking of food on Trangias, barbeques and open fires.

ASSESSMENT

Assessment is based on the students' actions regarding conservation of the environment, leadership and the ability to work as part of a group.

PHYSICAL EDUCATION

AIMS

- To enable students to participate in a wide range of physical activities, developing skills through experience in movement and sport
- To offer a physical education program which incorporates game skills, fitness, aquatics, athletics and recreational pursuits in a positive environment
- Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams
- Students develop the confidence to pursue an active lifestyle out of school; an emphasis is placed on maximum participation and game awareness

CONTENT

The course includes swimming and athletics which prepare the students for their Sports Day and Swimming Carnival. All students prepare for competitive events and novelty relays.

Students are introduced to activities which develop initiative and leadership, and encourage self direction.

In each unit, students will learn the skills involved, play small sided games and full games, learn the rules associated with the sport and have the opportunity to umpire.

Students will participate in swimming, tennis, basketball, athletics, softball, touch football and netball, with the opportunity

for peer teaching and assessment.

ASSESSMENT

Assessment is made through subjective observation of the student in class and objective testing. Ability, effort and behaviour are the basis for the report.

Humanities

GEOGRAPHY

YEAR LEVEL DESCRIPTION

The aim of the Year 8 Course is to develop geographical knowledge and understanding and geographical inquiry skills. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are;

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

CONTENT

There are two units of study in the Year 8 curriculum for Geography: landforms and landscapes, and changing nations.

Geographical Knowledge and Understanding:

Landforms and landscapes

- Geomorphological processes and their resulting landforms
- Geomorphological hazards and soils
- Threats posed by human activities and proposed future use of environments in Australia
- Values and meanings placed on landforms and landscapes by diverse cultures
- Management of landscapes

Changing nations

- The spatial distribution of population
- The changing human geography of countries, as revealed by shifts in population distribution
- Population impact, environmental, economic and social effects, both negative and positive
- The process of urbanisation, focusing on a study of a country of the Asia region
- Comparing Australia with the United States of America
- The redistribution of population resulting from internal migration
- Issues related to the management and future of Australia's urban areas

Geographical Inquiry Skills

- Observing, questioning and planning
- Collecting, recording, evaluating and representing

- Analysing and concluding
- Communicating
- Reflecting and responding

ACHIEVEMENT STANDARD

By the end of Year 8, students can:

- Explain geographical processes that influence the characteristics of places
- Explain how places are perceived and valued differently
- Explain interconnections within environments and between people and places
- Explain how people change places and environments
- Propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns
- Compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors
- Identify geographically significant questions from observations to frame an inquiry
- Locate relevant information from a range of primary and secondary sources to answer inquiry questions
- Represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions
- Analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships, and draw reasoned conclusions.
- Present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.
- Propose action in response to a geographical challenge taking account of environmental, economic and social considerations, and predict the outcomes of their proposal

ASSESSMENT

A wide range of assessments are used including mapping exercises, role play, comprehension and statistical analysis, debates, graphing, posters, primary and secondary resources, exams/tests, field work, inquiry based research, group work and oral presentations.

HISTORY

YEAR LEVEL DESCRIPTION

The aim of the Year 8 Course is to develop historical knowledge and understanding and historical skills.

Key Inquiry

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

CONTENT

Historical Knowledge and Understanding

Year 8 History provides a study from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). Students will cover an Overview and three in depth topics.

Overview

- Exploring empires
- The transformation of the Roman world and the spread of Christianity and Islam
- Renaissance, the Scientific Revolution and the Enlightenment

In Depth Topics

- The Western and Islamic World: Medieval Europe
- Expanding contacts: The Black Death in Asia, Europe and Africa
- The Asia-Pacific World

Historical Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

ACHIEVEMENT STANDARD

By the end of Year 8, students can

- Recognise and explain patterns of change and continuity over time
- Explain the causes and effects of events and developments
- Identify the motives and actions of people at the time
- Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society
- Describe different interpretations of the past
- Sequence events and developments within a chronological framework with reference to periods of time
- Develop questions to frame an historical inquiry
- Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions
- Identify and explain different points of view in sources
- Identify the origin and purpose of sources, and distinguish between fact and opinion
- Develop texts, particularly descriptions and explanations, incorporating analysis
- Organise and present findings
- Use historical terms and concepts
- Identify evidence in sources and acknowledge their sources of information

ASSESSMENT

A wide range of assessments are used including role play, essays, comprehension and statistical analysis, debates, posters, Information Communication Technology, primary and secondary resource analysis, tests, research and resource based learning activities, group work, oral presentation, book reviews.

Languages

The majority of students study a modern foreign language. However, through negotiation with the Head of Middle School, students may enter the Literacy and Numeracy course in place of a language.

CHINESE

AIMS

- Promote communicative skills in spoken and written Chinese
- Develop understanding of cultural values, norms and practices
- Develop higher cognitive, social and learning skills
- Extend general knowledge and literacy
- Develop understanding of language as a system

CONTENT

Students develop proficiencies in the skills of listening, speaking, reading, writing and the grammatical knowledge necessary to perform accurately and appropriately a variety of tasks in Chinese. Class work is based on the textbook 'Chinese Made Easy 2' and topics covered include:

- Moving house
- Chinese food and western food
- Animals and pets
- Community places
- School subjects
- Sports and hobbies
- Chinese festivals
- Visit to the doctor

The content is set in the cultural context of China, and socio-cultural learning and understanding is an intrinsic part of the course.

ASSESSMENT

Students are assessed on a continuous basis by means of classroom tasks, oral presentations, research projects, unit tests and other written assignments which incorporate ICT skills. All four skills of reading, writing, listening and speaking are assessed, as is knowledge of vocabulary and grammar and students' ability to manipulate language for different purposes. There are summative assessments at the end of each unit.

FRENCH

AIMS

- Participate in individual or collective interaction, orally and in writing
- Convey factual information and ideas through a range of spoken, written and multimodal texts
- Create imaginative text from students' own experiences
- Reflect on own identity
- Develop awareness of features of French grammatical system
- Reflect of role of language and culture
- Translating short texts from French to English

CONTENT

Students are instructed in the skills of listening, speaking, reading and writing and the cultural and linguistic knowledge necessary to perform accurately and appropriately a variety of communicative tasks in French. Class work is based on the text series 'Tapis Volant (fourth edition)' and topics include:

- Describing someone's appearance and personality
- Shopping for clothing
- Shops in town and transport
- Holidays, weather and leisure activities

ASSESSMENT

The students' speaking, listening, writing and reading skills are assessed on a continuous basis by means of vocabulary tests, longer unit tests, oral presentations and written assignments.

There are formal examinations or summative assessments at the end of each unit.

LITERACY AND NUMERACY*

** This course is for identified students only*

AIMS

To support all students to

- Maximise literacy skills
- Maximise numeracy skills
- Become self-motivated and independent learners
- Understand how they learn best
- Access the curriculum in core subject areas

CONTENT

Students will work on an online differentiated literacy intervention program supported by staff to enhance literacy skills. Focus is also given to consolidating numeracy skills. Students will be supported to access curriculum in core subjects.

ASSESSMENT

- No formal assessment
- Feedback is provided through the reporting system

Technology

DIGITAL TECHNOLOGIES

Students further develop their understanding and skills of computational, design and systems thinking to allow students to be innovative creators of technology and creators of entrepreneurial solutions using technology. This course builds upon Year 7 Digital Technologies course by further investigation into computational processes and design thinking.

CORE UNITS

- Network and performance
- Computers and binary
- Robotics and embedded systems
- Game development

ACHIEVEMENT STANDARDS

- Illustrate the differences and benefits between different types of networks and defined purposes
- Demonstrate how text, image and audio data can be represented, secured, and presented in digital systems
- Plan and manage digital projects to create interactive information
- Define and decompose problems in terms of functional requirements and constraints
- Advanced design of user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions
- Evaluate information systems and their solutions in terms of meeting needs, innovation, and sustainability
- Analyse and evaluate data from a range of sources to model and create solutions
- Construct real world engineering solutions using robotic solutions

ASSESSMENT

- Homework tasks
- Practical assignments
- Practical skills tests
- Online theory tests

FOOD TECHNOLOGY

AIMS

- To further develop valuable living skills
- Discuss terminology appropriate to working with food
- Demonstrate safe and hygienic practices in the kitchen
- Develop skills in the appropriate use of equipment
- Further develop knowledge of nutrition and healthy food choices in relation to the students' diets
- Plan, prepare, present and evaluate food practicals to enhance self esteem through development of skills

CONTENT

- Plan, prepare and present a range of recipes demonstrating the use of a variety of kitchen equipment
- Show understanding of the terminology used in recipes

- Relate current nutrition knowledge to the foods prepared and analyse their own diets
- Interact positively with others and work as a co-operative team member

ASSESSMENT

- Written weekly homework
- Written class work
- Assessment of practical work
- Self assessment of practical work

PHILOSOPHY AND RELIGION

AIMS

- To develop a capacity for spiritual sensitivity and growth
- To examine the story of the Israelites from Abraham to the end of the Old Testament
- To develop an ethical framework to assist in discussing and answering ethical issues
- Explore the purpose of the Christian sacraments and the role of Chapel in the life of the School
- To develop an understanding and knowledge of other major world religions and how they are practiced throughout the world

CONTENT

- Judaism – The Basics
- Christian and World Ethics
- What is Chapel?
- Environmental ethics
- Religious festivals and celebrations

LEARNING ACTIVITIES

- Class and group discussions
- Individual and group work
- Written responses
- Re-telling of stories in video

Year 9 Curriculum

Students in Year 9 study a core curriculum as well as having the opportunity to undertake three elective subjects.

Core subjects

ENGLISH

YEAR LEVEL DESCRIPTION

Building on foundations of literacy acquired in primary years, the English curriculum is structured around the three interrelated strands of Language, Literature and Literacy.

Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

CONTENT DESCRIPTIONS

Language

- Language variation and change
- Language interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

Literacy

- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

ACHIEVEMENT STANDARDS

Listening, Reading and Viewing

By the end of Year 9, students will understand:

- How text structures can be manipulated for effect
- How images, vocabulary choices and language features distinguish the work of individual authors
- How to evaluate and integrate ideas and information from texts to form their own interpretations
- How to select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience
- The ways texts position an audience

Speaking, Writing and Creating

By the end of Year 9, students will:

- Understand how to use a variety of language features to create different levels of meaning
- Understand how interpretations can vary by comparing their responses to texts to the responses of others
- Demonstrate how manipulating language features and images can be used to create innovative texts
- Create texts that respond to issues, interpreting and integrating ideas from other texts
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues
- Edit for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and using accurate spelling and punctuation

ASSESSMENT

- Continuous assessment throughout the year involving a range of mediums, including written, oral and multi-modal texts
- Two common moderated tasks, one in each semester
- Critical reading tasks conducted under test conditions, including an examination undertaken in Term 3

HISTORY

YEAR LEVEL DESCRIPTION

The aim of the Year 9 Course is to develop historical knowledge and understanding and historical skills.

Key Inquiry

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

CONTENT

Historical Knowledge and Understanding

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. Students will cover an Overview and three in depth topics.

Making a Better World: The Industrial Revolution

- Why it happened
- Inventions and Inventors
- Impact of the Industrial Revolution

Australia and Asia: Making a nation

- Impact caused by European settlers in Australia
- Experiences of non-Europeans in Australia
- The development of Australian self-government and democracy

World War I

- Causes of World War I
- Where Australians fought and the nature of warfare
- Impact of World War I
- The Anzac legend

Historical Knowledge

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

ACHIEVEMENT STANDARD

By the end of Year 9, students can

- Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time
- Analyse the causes and effects of events and developments and make judgments about their importance
- Explain the motives and actions of people at the time
- Explain the significance of these events and developments over the short and long term
- Explain different interpretations of the past
- Sequence events and developments within a chronological framework, with reference to periods of time and their duration
- Develop different kinds of questions to frame an historical inquiry
- Interpret, process, analyse and organise information from a range of primary and secondary sources, and use it as evidence to answer inquiry questions
- Examine sources to compare different points of view
- Analyse sources for their origin and purpose, and draw conclusions about their usefulness
- Develop their own interpretations about the past
- Develop texts, particularly explanations and discussions, incorporating historical interpretations in developing these texts, and organising and presenting their conclusions,
- Use historical terms and concepts
- Acknowledge evidence identified from sources, and reference these sources

ASSESSMENT

A wide range of assessments are used including role play, essays, comprehension and statistical analysis, debates, posters, Information Communication Technology, primary and secondary resource analysis, tests, research and resource based learning activities, group work, oral presentation, book reviews.

MATHEMATICS

YEAR LEVEL DESCRIPTION

In line with the Australian Curriculum – Mathematics guidelines for K-10 Mathematics

- Address key concept skills and processes for progression in Mathematics
- Utilise the three content strands: Number and algebra, statistics and probability and measurement and geometry
- Embed the proficiencies of understanding, fluency, reasoning and problem-solving
- Use available digital technology, including calculators in teaching and learning contexts

CONTENT DESCRIPTIONS

Number & Algebra

Financial Maths, Index Laws and Scientific Notation, Algebra of Linear and Quadratic Functions, Linear Equations, Simultaneous Equations and Problem-Solving, Rates and Proportion

Statistics & Probability

Data Investigation (continued), Sample Space, Probability, Sampling

Measurement & Geometry

Geometry (including Polygons and Deductive Geometry), Right Angled Triangle Geometry (Pythagoras and Trigonometry), Similarity, Measurement, Location (including Bearings), Visualisation (including Elevations and Cross Sections)

ACHIEVEMENT STANDARD

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.

Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bimodal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem and leaf plots.

ASSESSMENT

- Tests
- Investigations
- Exams

PHILOSOPHY AND RELIGION

AIMS

- To develop a capacity for spiritual sensitivity and growth
- To develop an understanding and appreciation of the history, beliefs, values and practices of other major world regions
- To understand the early church and the spread of the gospel
- Use critical thinking skills to examine ethical theories and evaluate how effective they are in informing ethical decision-making
- To build upon the learning of previous years as they compare and contrast different world views, ethics, religions and philosophies as they seek to answer the question, 'What is a good life?'

CONTENT

- Acts and the Christian Church
- Buddhism – The Basics
- The Mission of the Apostle Paul
- Islam – The Basics
- Philosophy – 'What is a good life?'

LEARNING ACTIVITIES

- Class and group discussions
- Individual and group work
- Written responses
- Re-telling of stories in video

SCIENCE

YEAR LEVEL DESCRIPTION

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

They begin to apply their understanding of energy and forces to global systems such as continental movement.

CONTENT DESCRIPTIONS

Biological Science

Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

Chemical Sciences

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.

Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.

Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Earth and Space Sciences

The theory of plate tectonics explains global patterns of geological activity and continental movement.

Physical Sciences

Forms of energy such as heat, sound, light and electrical can be transferred in a variety of ways through different mediums and explained using wave and particle models.

ACHIEVEMENT STANDARD

By the end of Year 9, students should be able to:

- Explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions
- Describe models of energy transfer and apply these to explain phenomena
- Explain global features and events in terms of geological processes and timescales
- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter
- Describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives
- Design questions that can be investigated using a range of inquiry skills
- Design methods that include the control and accurate measurement of variables and systematic collection of data, and describe how they considered ethics and safety
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results
- Analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence
- Evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences

ASSESSMENT

- Individual and group research investigations
- Practical reports, including experimental design
- Oral presentations
- Topic tests
- Examination on full semester's work

Health and Physical Education

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION

COURSE LENGTH

The Year 9 Camp is held through Innes National Park on the Southern tip of Yorke Peninsula for 5 days in Term 3.

PREREQUISITES

No prior knowledge is required but camping experience from previous camps in this program will be an advantage.

AIMS

- To develop in students an understanding of the natural environment, the ability to survive in that environment and the need for its conservation
- To continue to gain experience in self-reliance, responsibility and the ability to live in harmony with others and the natural environment
- To continue to develop a framework of skills related to lightweight bush walking, camping and abseiling

CONTENT

This camp provides opportunities for students to develop lightweight camping and bush walking skills, as well as abseiling skills. There will also be a selection of games associated with developing improved group dynamics.

On Year 9 Camp, students will sleep in tents. They will supply and cook some of their own food using Trangias. They will learn how to pack a rucksack, and will practise minimum impact camping. Students will have opportunities to assume leadership responsibilities and group roles, guided by staff.

Students will develop their communication, planning, decision-making, organisational and group management skills. Chances for reflection and solitude time are made available to all students as are opportunities to debrief all aspects of the camp.

ASSESSMENT

Students may use this camp as an expedition for the Bronze Duke of Edinburgh Award.

AIMS

- To enable students to participate in a wide range of physical activities, developing skills through experience in movement and sport
- To offer a physical education program which incorporates game skills, fitness, aquatics, athletics and recreational pursuits in a positive environment
- Students enhance their sense of self and group identity through the development and application of specialised movement skills in a variety of physical activities, including non-traditional sports, individually and in teams
- Discuss responses to situation where external influences impact on the ability to make healthy choices
- To understand the dynamics of working in a team environment and what the issues and implications may be

CONTENT

The course includes swimming and athletics which prepare the students for their Sports Day and Swimming Carnival. All students prepare for competitive events and novelty relays.

Students are introduced to activities which develop initiative and leadership, and encourage self direction.

In each unit, students will learn the skills required, play small sided games and full games, learn the rules associated with the sport and have the opportunity to umpire.

Students will participate in swimming, ultimate frisbee, water polo, badminton, athletics, soccer, team handball and group dynamics activities.

The Health content will relate to sexuality and relationships, mental health and wellbeing, safety and health benefits of physical activity.

ASSESSMENT

Assessment is made through subjective observation of the student in practices and games and objective testing, along with Health assignments and research.

Languages

The majority of students study a modern foreign language. However, through negotiation with the Head of Middle School, students may enter the Literacy and Numeracy course in place of a language.

CHINESE

AIMS

- Promote communicative skills in listening, speaking, reading and writing
- Develop intercultural understanding across the languages
- Develop further understanding of language as a system
- Extend general knowledge and literacy
- Increase cognitive awareness of the key features of the Chinese writing system

CONTENT

Students develop proficiencies in the skills of listening, speaking, reading, writing and the grammatical knowledge necessary to perform accurately and appropriately a variety of tasks in Chinese. Class work is based on the textbook 'Chinese Made Easy 3' and topics covered include:

- School routines
- Stationery
- Festivals and celebrations
- Family and relatives
- Pets
- Directions
- Holidays

The content is set in the cultural context of China, and socio-cultural learning and understanding is an intrinsic part of the course.

ASSESSMENT

Students are assessed on a continuous basis by means of classroom tasks, oral presentations, research projects, unit tests and other written assignments which incorporate ICT skills. All four skills of reading, writing, listening and speaking are assessed, as is knowledge of vocabulary and grammar and students' ability to manipulate language for different purposes. There are summative assessments at the end of each unit.

FRENCH

AIMS

To further develop the skills and knowledge acquired in French in previous years:

- Increase students' understanding of language patterns and systems
- Develop students' global perspective through exploring the relationship between language and culture
- Increase students' proficiency in communicating in a variety of contexts, such as oral, written and digital texts
- Encourage critical thinking and independent learning skills

CONTENT

Students are instructed in the skills of listening, reading, speaking and writing and the grammatical knowledge necessary to perform a variety of communicative tasks in French. Class work is based on the text 'Tapis Volant 2 (fourth edition)' and topics covered include:

- Leisure time
- Holiday plans
- Household tasks
- Daily routine
- Past events
- Rooms and descriptions of houses

ASSESSMENT

The students' speaking, listening, writing and reading skills are assessed on a continuous basis by means of vocabulary and grammar tests, unit tests, oral presentations, written and research assignments with some incorporation various ICT skills.

There are formal examinations or summative assessments at the end of each unit.

LITERACY AND NUMERACY*

** This course is for identified students only*

AIMS

To support all students to

- Maximise literacy skills
- Maximise numeracy skills
- Become self-motivated and independent learners
- Understand how they learn best
- Access the curriculum in core subject areas

CONTENT

Students will work on an online differentiated literacy intervention program supported by staff to enhance literacy skills. Focus is also given to consolidating numeracy skills. Students will be supported to access curriculum in core subjects.

ASSESSMENT

- No formal assessment
- Feedback is provided through the reporting system

Electives

Students may choose three electives.

CHINESE BACKGROUND

AIMS

- Develop capability to use Chinese to interact with a diverse range of people across a variety of situations and contexts
- Improve skills of creating sentences using a range of structures to incorporate information and ideas
- Extend the knowledge of rhythm, pitch, intonation and voice projection
- Understand how features of culture impact on communication practices across languages

CONTENT

- Chinese traditional and modern lyric poetry
- Short story
- Fiction of the Ming and Qing Dynasty
- Work in translation
- Non-literary texts
- Prose

The content is set in the cultural context of China, and socio-cultural learning and understanding is an intrinsic part of the course.

ASSESSMENT

Students are assessed on a continuous basis by means of classroom tasks, oral presentations, research projects, unit tests and other written assignments which incorporate ICT skills. All four skills of reading, writing, listening and speaking are assessed, as is knowledge of vocabulary and grammar and students' ability to manipulate language for different purposes. There are summative assessments at the end of each unit.

The Arts

VISUAL ARTS

AIMS

- Build on skills and to reinforce important art concepts learned in Year 8
- Practise the skill of creative problem-solving in designing and making art
- Present and creatively express their perceptions, ideas and vision
- Investigate the role of art, craft and design in society
- Foster an appreciation and understanding of art within different historical and cultural contexts

Students study Year 9 Visual Arts for a full year.

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 works of art.

Students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to cultural 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 develop 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 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.

CONTENT

- Response – What is Art for?
- Art elements and principles
- Three areas of design
- The difference between art and design
- Illustrator graphics (inspired by a historical visual artist or designer)
- Woven wall weaving
- Annotated portfolio work and experimentation
- Landscape painting – inspired by contemporary Australian artist Clair Bremner and Australian indigenous landscape paintings
- Personal artist statements
- Artist study

AIMS

- Explore and build technical dance skills to facilitate and develop the understanding and demonstration of safe dance practices
- Select movement, apply composition skills, refine and create original movement sequences
- Develop an aesthetic awareness of dance and dance works
- Develop skills which allow students to work productively as individuals, in pairs and in groups
- Demonstrate the understanding of the skills required of a dance performer
- To perform short choreographed pieces to their peers
- Gain appreciation of dance as an art form

Dance is offered to all students, regardless of prior experience. We welcome students of all dance abilities, especially beginners, to join the class to learn fun and energetic routines. Students will study mostly modern dance styles such as lyrical, hip-hop and contemporary.

Students study Year 9 Dance for a full year. Year 9 Dance is highly practical in nature; students are required to change into clothes that allow them to move easily for each lesson.

CONTENT

- Technical skills: safe dance practices, body alignment and placement (genres of hip-hop and contemporary)
- Dance terminology and movement vocabulary
- Composition using the elements of dance and choreographic devices
- Performance
- Oral and written analysis and reflection on Dance of different genres, artists, cultures and times

ASSESSMENT

Students will be assessed progressively on their technical skills, individually and as a group, in a number of composition tasks and performances. Viewing, researching, analysing and describing dance.

AIMS

- Develop students' performance and production skills, confidence, and techniques
- Develop students creative thinking skills
- Develop students vocal and physical expression of dramatic intention through collaborative and independent tasks
- Develop students understanding of Drama from a contemporary, theoretical and historical perspective.

Students study Year 9 Drama for a full year.

CONTENT**Historical foundations of character work:**

- Study of western theatre history
- Engagement with various performance styles and conventions
- Practical tasks

Production:

- Engagement with the dramatic process to produce a play for a live audience
- Participation in onstage or offstage roles

Reviewing live theatre:

- Watching various professional performances and analysing design elements for effectiveness

Devised theatre:

- Collaborative self-devised theatre
- Developing, rehearsing and performing as an ensemble

ASSESSMENT

Year 9 Drama is primarily a practical subject. Assessment is comprised of a combination of in-class workshops, presentations, group work and written reviews. Assessment criteria are based on individual and ensemble improvised and scripted performance skills, and expressions of knowledge and understanding.

CO-CURRICULAR ACTIVITIES

Students are encouraged to join the School Musical to enrich their performance skills.

AIMS

- Develop skills in performance (solo and ensemble)
- Develop and extend theoretical knowledge, aural awareness and analytical skills
- Develop simple composition/arranging/improvisation techniques
- Develop critical appraisal of music
- Develop ICT skills
- Develop an understanding of Rhythm Section function

Students study Year 9 Music for a full year.

CONTENT

- Theory: Revision of basics and extension of selected concepts
- Music Technology: Sibelius, Garage Band, Auralia
- Practical: Class ensemble performance and rehearsals, solo performances, small group rehearsal and performances
- Aural: Recognition of triads, intervals, scales, melodic and rhythmic dictation
- Rhythm Section: practical understanding of drum kit, bass guitar and piano
- Arranging: writing for rhythm section
- Investigation: Career Pathways and the Music Industries
- Music Appreciation and Analysis
- Composition/Arranging using music technology

ASSESSMENT

Continuous assessment will be made through aural, practical, theoretical and written tasks. Tasks will be in the form of work sheets, tests, assessments and presentations.

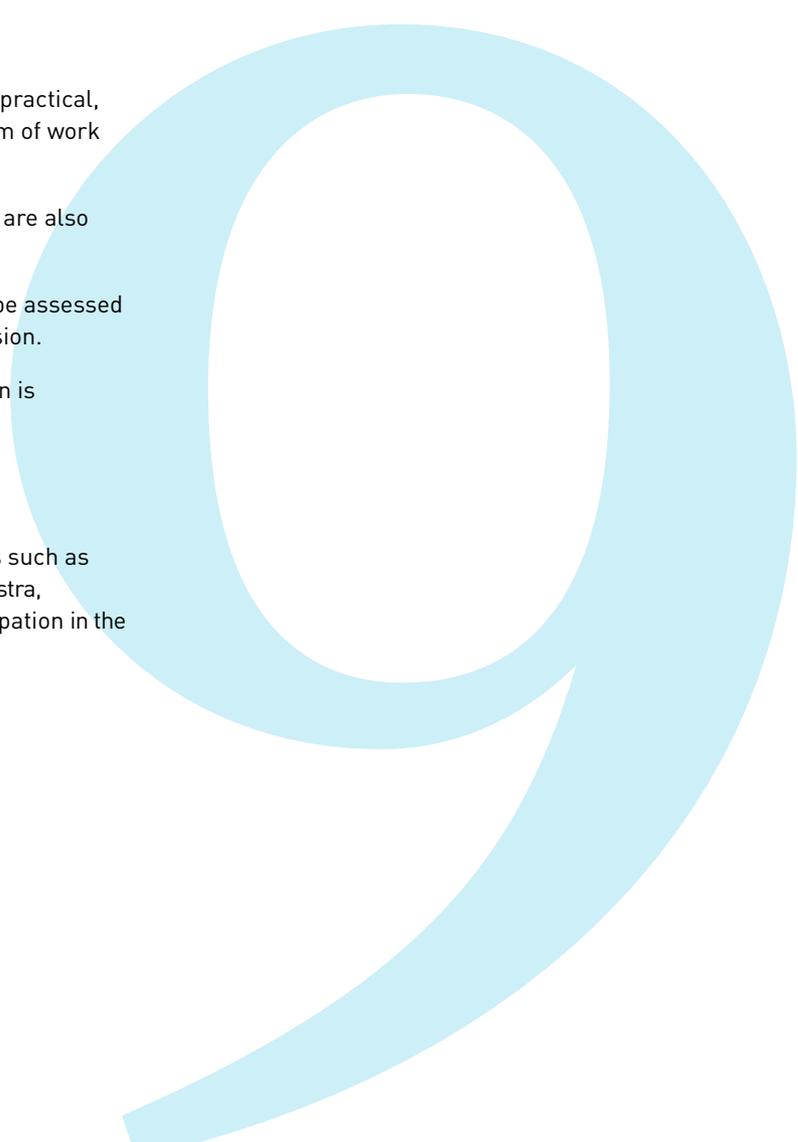
Ensemble performance participation and application are also individually assessed.

Research, written projects and critical analysis may be assessed through podcasting, written work and/or oral discussion.

The development of music skills through participation is monitored frequently throughout the unit.

CO-CURRICULAR ACTIVITIES

Students are encouraged to participate in ensembles such as Concert Choir, Concert Band, Stage Band, String Orchestra, Chamber Choir, various small ensembles and participation in the Instrumental and Vocal Tuition Program.



Humanities

GEOGRAPHY

YEAR LEVEL DESCRIPTION

The aim of the Year 9 Course is to develop geographical knowledge and understanding and geographical inquiry skills. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are articulated below.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

CONTENT DESCRIPTIONS

There are two themes of study in the Year 9 curriculum for Geography.

Geographical Knowledge and Understanding

Theme: Biomes

- Examines the biomes of the world, their alteration and significance as a source of food and fibre
- Environmental challenges and constraints on expanding food production in the future
- Fair Trade

Theme: Interconnections

- Examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them
- E-waste
- Tourism

Geographical Inquiry Skills

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Analysing and concluding
- Communicating
- Reflecting and responding

ACHIEVEMENT STANDARD

By the end of Year 9, students can;

- Explain how geographical processes change the characteristics of places
- Predict changes in the characteristics of places over time
- Identify the possible implications of change for the future
- Analyse interconnections between people, places and environments
- Explain how interconnections influence people, and change places and environments
- Propose explanations for distributions and patterns over time

and across space

- Describe associations between distribution patterns
- Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria, and propose and justify a response
- Identify geographically significant questions to frame an inquiry
- Collect and evaluate a range of primary and secondary sources, and select relevant geographical data and information to answer inquiry questions
- Represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions
- Analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes
- Synthesise data and information to draw reasoned conclusions.
- Present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms
- Propose action in response to a geographical challenge taking account of environmental, economic and social considerations, and predict the outcomes and consequences of their proposal

ASSESSMENT

A wide range of assessments are used including mapping exercises, role play, field work, comprehension and statistical analysis, debates, graphing, posters, primary and secondary resources, exams/tests, inquiry based research, group work, oral presentation, field work.

Technology

CREATIVE TECHNOLOGIES

This is a new course where students will be introduced to a range of creative technology disciplines in this highly practical subject. The focus of this course is on problem solving, the design and engineering process and emerging technologies with connections to current and future industries.

CORE UNITS

- Digital Marketing (Film and Digital Design)
- Jewellery Making (3D and Laser Developments)
- Woodwork and Plastics Engineering
- Drone Building and Programming
- Augmented and Mixed Reality Developments

CONTENT DESCRIPTIONS

- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools, and equipment can be combined to create designed solutions
- Develop, modify, and communicate design ideas by applying design thinking, creativity, innovation, and advanced enterprise skills
- Implement modular programs, applying selected algorithms and data structures including using the Python programming language
- Investigate and modify how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- Work flexibly to test, select, justify, and use appropriate technologies and processes to make designed solutions effectively and safely

ACHIEVEMENT STANDARDS

- Understand the creative possibilities with the use and development of a variety of emerging technologies
- Understand the connections between engineering and design technologies and the wide range of existing and emerging careers
- Apply the engineering and design thinking process to identify problems and develop solutions
- Identify real-world problems and implement solutions using a range of technology

ASSESSMENT

- Homework tasks
- Project work (individual, pairs and groups)
- Research tasks
- Practical and Theoretical Assessments

FOOD TECHNOLOGY

AIMS

- To further develop valuable living skills
- Discuss terminology appropriate to working with food
- Demonstrate safe and hygienic working practices in the kitchen
- Develop skills in the appropriate use of equipment
- Further develop knowledge of nutrition and healthy food choices in relation to students' own diets, particularly in relation to contemporary food packaging and labeling
- Plan, prepare, present and evaluate food practicals to enhance self esteem through development of skills

CONTENT

- Plan, prepare and present a range of food practicals demonstrating the use of a variety of technological equipment
- Show understanding of the terminology used in recipes through the preparation of a range of foods
- Relate current nutrition knowledge to the foods prepared and analyse their own diets
- Investigate contemporary food labeling and packaging and consider the issues related to this
- Interact positively with others and work as a cooperative team member

ASSESSMENT

- Written weekly homework
- Written class work
- Assessment of practical work
- Self assessment of practical work

Special curriculum programs

DUKE OF EDINBURGH AWARD

The Duke of Edinburgh Award challenges young people between the ages of 14 and 25 to personally achieve through a balanced program of practical, physical and cultural activities. They are encouraged to serve others, acquire new skills and experience adventure.

There are three achievement levels, Bronze, Silver and Gold, with each progression offering more challenges over a greater period of time. There are four sections within each level that must be covered by each candidate: Community Service, Skill, Physical Recreation, and Expedition (including training and practice expeditions).

Students are first offered membership of the Award scheme in Year 9, beginning at Bronze level. Membership is voluntary. Membership lasts until the person is 25. There is a membership fee for each level of the Award.

The Year 9 camp program has been designed so that students may achieve the Expedition section of the Bronze Award.

The skills section may also be obtained within the School by participating regularly in any of the following for a period of six months:

- Choir (Middle School and/or Chamber), Concert Bands
- Playing any musical instrument
- Debating, Chess Club
- Environment Club

The Physical Recreation section may be covered by taking part in practices and games/competition for School teams.

The Award may be continued in Year 10. The camp program for this year level has been designed to enable training and practice for the Silver Expedition section.

The completion of the Bronze Duke of Edinburgh Award provides 10 SACE credit points towards a student's total credits. The Duke of Edinburgh Award is an internationally-recognised program that employers look favourably upon due to the rigour and persistence candidates must display.





ST PETERS GIRLS

Stonyfell Road, Stonyfell SA 5066
PO Box 1185 Kensington Gardens SA 5068
T (08) 8334 2200 | **E** admin@stpetersgirls.sa.edu.au
W stpetersgirls.sa.edu.au

St Peter's Collegiate Girls' School CRICOS Provider Code: 00373D

