



2024 Curriculum Handbook for Years 7, 8 and 9



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Welcome.

We are delighted to introduce to you the contents of the Years 7, 8 and 9 Curriculum Handbook, which outlines our commitment to catering for the diverse needs of our Middle Year students as we strive to offer engaging and challenging studies that foster a natural love of learning and a desire to achieve.

Our Middle Years' programs are of course also focused on providing suitable preparation for students to be successful during their work in the senior years, and this preparation is especially important in our community where students are undertaking many South Australian Certificate of Education Stage 1 subjects from the commencement of Year 10.

There are a range of keys to success for our students in Years 7-9 and our commitment to providing Key Teachers in each class that are not only the Homeroom Teacher, but teach the class for a number of their core subjects, is a reflection of the link that we believe exists in the middle years between building strong relationships and successful academic outcomes.

In alignment with the Australian Curriculum, which guides our work with your sons and daughters, we strive to encourage students to think creatively and critically whilst developing a genuine sense of social and personal responsibility in their learning and lives. In this way, our students can become confident, compassionate and capable learners who will discover and develop their strengths, take pride in their achievements and be well prepared for life in the Senior School and their life post school in the global community.

Please engage with your sons and daughters, not just about their areas of learning where they are required to make choices, but with regard to all of the learning planned for them so that they may see the importance we place on the school-home partnership working to support them to develop to their full potential. The exciting conversations, visioning and planning for learning that this handbook invites you into will be an important first step in their success.

Curriculum Overview.

Year 7

Year 7 students undertake the following compulsory subjects.

Full Year:

- > Religious Education
- > English
- > Health and Physical Education
- > Humanities and Social Sciences (HASS)
- > Languages: Japanese
- > Mathematics
- > Music
- > Science

Semester:

- > STEAM: Technologies and Engineering
- > STEAM: The Arts

Year 8

Year 8 students undertake the following compulsory subjects.

Full Year:

- > Religious Education
- > English
- > Health and Physical Education
- > Humanities and Social Sciences (HASS)
- > Languages: Japanese
- > Mathematics
- > Science

Semester:

- > Dance
- > Design Technologies
- > Digital Technologies
- > Drama
- > Food Technology
- > Integrated Learning: Leadership and Identity
- > Music
- > Visual Arts: Art/Design

Year 9

Year 9 students undertake the following compulsory subjects.

Full Year:

- > Religious Education
- > English
- > Health and Physical Education
- > Humanities and Social Sciences (HASS)
- > Mathematics
- > Science

In addition to the compulsory subjects listed above, they undertake 6 semester-long subjects chosen from the following electives:

Semester Electives:

- > Dance
- > Design Technologies
- > Digital Technologies
- > Drama
- > Food Technology
- > Languages: Essential Japanese (Semester 1)
- > Languages: Accelerated Japanese (Semester 2)
- > Music
- > Visual Arts: Art
- > Visual Arts: Design

Year 9 students may also apply to participate in the Specialist Sports Program (Basketball Academy). Please refer to the website for information about the academy, selection criteria and application process.

Religious Education.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

The mission of Catholic education essentially is to seek that each student:

- > knows they are loved by God
- > flourishes in their learning and formation
- > realises potential for agency and leadership.

The curriculum used to design and teach the Religious Education course is called Crossways. This is the Religious Education curriculum for South Australian Catholic schools that is mandated by the Bishops.

Religious Education has a particular educational role to play that is distinct and complementary to that of catechesis (faith formation of Christians into the life and mission of the Church). These complementary roles interplay in the Religious Education Classroom.

Aims:

The purpose of Classroom Religious Education is:

- > to educate, inspire and support students in their religious self-understanding and spiritual awareness,
- > to deepen their knowledge and understanding of, and ability to dialogue with,
 - the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ through the Holy Spirit
 - the broader Christian tradition and its relationship with other religious and philosophical worldviews,
- > to enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives,
- > to inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, religious identity, prayer life and moral purpose to promote a just and non-violent world.

Student learning in Religious Education interacts appropriately and regularly with the complementary aspects of the religious life of

the school, including personal and communal prayer, liturgy, social outreach, youth ministry and church life and mission.

Learning Concepts:

The Crossways Curriculum consists of:

- > Crossways Content articulated across 6 strands
- > A skills and dispositions strand called Wisdom
- > 5 Knowledge Strands: God, Us and Faith, Sacred Texts, Church for the World, Moral Life and Sacramentality and Prayer
- > A Scriptural Text Scope and Sequence
- > Achievement Standards.

The delivery of this curriculum is supported by:

- > Performance Standards to assist with assessment and moderation
- > A 'Big Ideas' approach to learning in Religious Education
- > Learning Design Process in Religious Education.

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films and excursions, inquiry learning and biblical inquiry, and an analysis of guest presenter information.

Please refer to the link below for more detailed information about the Crossways Curriculum:

re.cesa.catholic.edu.au/re-curriculum/crossways-content-overview

Assessment:

Curriculum content is assessed on the achievement standards outlined in the Crossways curriculum document. Students are assessed through a selection of the following:

- > Investigations
- > Written reports and essays
- > Discussions
- > Role plays
- > Debates
- > ICT presentations
- > Presentations in class
- > Research notes
- > Bookwork
- > Practical tasks.

Dance.

Year 8 (Compulsory)

Duration: One Semester

Subject Description:

This Dance course is designed to allow students to explore dance through interpreting choreography to find and understand the meaning of the dance as a story and expression of self or others. Students will learn how to appreciate dance as an expressive art form through choreography, performance, practice, practitioners and media experiences in their world.

Aims:

- > Knowledge, skills and understanding of dance as an interpretive art form.
- > The ability to enable a transformation of the realistic to abstract to enhance and develop a movement vocabulary.
- > Style specific techniques.
- > Application and understanding of the body's capabilities using safe dance practices.
- > Analysis of a choreographer's use of the elements of dance to communicate a narrative using style specific terminology.
- > Knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances.
- > Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences.
- > Dance as active participants and as an informed audience.

Assessment:

Assessment is based on active participation and performance.

Year 9 (Elective)

Duration: One Semester

Subject Description:

This Dance course is designed to allow students to explore dance through a creative arts perspective. They collaborate in design, production and distribution processes and participate in creating dance routines for a range of contexts and audiences. Students consider how social and ethical issues influence the making and using of dance. They will learn how to appreciate dance as an expressive art form through choreography, performance, practice, practitioners and media experiences in their world. Students who are considering studying Dance at a Stage 1 level are strongly advised to participate in Year 9 Dance.

Aims:

- > Knowledge, skills and understanding of dance as an interpretive art form.
- > The ability to enable a transformation of the realistic to abstract to enhance and develop a movement vocabulary.
- > Style specific techniques.
- > Application and understanding of the body's capabilities using safe dance practices.
- > Analysis of a choreographer's use of the elements of dance to communicate a narrative using style specific terminology.
- > Knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances.
- > Dance as active participants and as an informed audience.
- > Consider social, ethical and regulatory implications of using dance in the media.

Assessment:

Assessment is based on active participation and performance.

Design and Technologies.

Year 8 (Compulsory)

Duration: One Semester

Subject Description:

Throughout Year 8 Design and Technologies students are introduced to the Design and Technology workshop, instruction in the use of a number of hand tools, power tools and basic static machines. Students utilise these skills to inform their choices throughout the design process, at which time they complete a number of investigations, produce plans and technical drawings, using the tools and machinery available. Students then reflect on the realisation process of their products, evaluating the tools, techniques and processes used, and providing recommendations on changes for future iterations.

Aims:

- > Develop confidence as critical users of technologies, designers and producers of designed solutions.
- > Investigate, generate and critique innovative and ethically designed solutions for sustainable futures.
- > Use design and systems thinking to generate design ideas and communicate these to a range of audiences.
- > Produce design solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment competently and safely.
- > Evaluate processes and design solutions and transfer knowledge and skills to new situations.
- > Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

Assessment:

Students explore the design cycle in four distinct stages, producing work that is assessed against the ACARA Achievement standards:

- > Investigation
- > Planning
- > Producing
- > Evaluating.

Students produce a number of formative tasks which relate to specific skills, both academic and practical, required to complete their major assessments at a semi-autonomous level.

Year 9 (Elective)

Duration: One Semester

Subject Description:

Year 9 Design and Technologies expand upon the practical and theoretical skills developed in Year 8 Design and Technologies. Students produce design solutions in the Design and Technology workshop, and are instructed, via formative tasks, in the use of more complex hand tools, power tools and static machines. Students build on the skills developed in Year 8 to attempt larger scale more complex projects. Students refine the skills required for investigation, planning and technical drawing, production and evaluation.

Aims:

- > Develop confidence as critical users of technology and design, and producers of design solutions.
- > Investigate, generate and critique innovative and ethically designed solutions for sustainable futures.
- > Use design and systems thinking to generate design ideas and communicate these to a range of audiences.
- > Produce design solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes.
- > Evaluate processes and design solutions and transfer that knowledge and skill to new situations.
- > Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

Assessment:

Students explore the design cycle in four distinct stages, producing work that is assessed against the ACARA Achievement standards of Investigation, Planning, Producing and Evaluating.

Students produce a number of formative tasks which relate to specific skills, both academic and practical, required to complete their major assessments at a semi-autonomous level.

Digital Technologies.

Year 8 (Compulsory)

Duration: One Semester

Year 9 (Elective)

Duration: One Semester

Year 8 Subject Description:

Year 8 Digital Technologies builds on the skills and knowledge acquired in previous years; advancing in sophistication and depth about computer system design, interaction, and how they can be used as a part of a regional, national or global activity.

Students develop knowledge and skills regarding:

- > How data is transmitted and secured
- > The way in which systems represent data in binary
- > Acquire, analyse and visualise data
- > Investigate, analyse and recommend changes for user experiences of digital systems; generate and evaluate alternate designs
- > Design algorithms in visual and textual forms, implement and modify simple programs.

Year 9 Subject Description:

Year 9 Digital Technologies builds on the skills and knowledge acquired in previous years. Students continue to expand their knowledge of digital systems, computational thinking, and begin to create the links required to transition into the Stage 1 SACE subject of Digital Technologies.

Students continue to build on skills and knowledge regarding:

- > How data is secured within a computer system along with how it can be compressed to reduce the impact of large files
- > Various abstraction layers within a computer system, and how data is communicated, and for what purpose
- > Acquire, analyse and visualise data from a variety of courses, consider privacy and security requirements
- > Design solutions to real world problems, taking into account stakeholder inputs, accessibility, usability and aesthetics
- > Design and implement algorithms that perform discrete functions, as part of a larger overall program.

Aims:

- > Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.
- > Use computational thinking and the key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and implementation to create digital solutions.
- > Confidently use digital systems to efficiently and effectively automate the transformation of data into information and creatively communicate ideas in a range of settings.
- > Apply protocols and legal practices that support safe, ethical and respectful communication and collaboration with known and unknown audiences.
- > Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems with relation to the impact of these systems on individuals, societies, economies and environments.

Assessment:

Years 8 and 9 assessment for Digital Technologies includes:

- > Tests
- > Data acquisition and analysis
- > Analysis of existing products and exploration of improvements or alternate solutions based on proposed challenges
- > Designing, testing and implementation of program.

Additional Year 9 Assessment:

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, to prepare short performances, to identify, analyse and critique their own, and others, performances. The major assessment piece will be their final production in the latter part of the course at which time they will perform in small groups.

Drama.

Year 8 (Compulsory)

Duration: One Semester

Subject Description:

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparation for the world of work. The study of drama involves the integration of the student's intellectual, physical and creative development. Drama develops student's ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future. Year 8 Drama develops the student's basic social and group skills necessary for meaningful drama to take place. They will learn how to distinguish the different forms and genres of drama through class discussions and small group workshops. Students will also develop the ability to devise, improvise and create credible characterisations through small group performances and explore the techniques and conventions of staged theatre.

Aims:

- > To ensure students can speak confidently and audibly before an audience, without breaking concentration.
- > To give students experience in improvisation and movement, both individually and in small groups.
- > To educate students to develop believable characters through improvisation and scripted works.
- > To help students constructively discuss what they are learning and arm them with tools to improve their performance.
- > To express emotion and tell a story through physical and facial expression.
- > To allow students to use drama to explore and express their individual and social identities.
- > Identify the techniques and conventions of theatre performance.

Assessment:

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, to prepare short performances, to identify, analyse and critique their own, and others, performances. The major assessment piece will be their final production in the latter part of the course at which time they will perform in small groups.

Year 9 (Elective)

Duration: One Semester

Subject Description:

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of drama involves the integration of the student's intellectual, physical and creative development. Drama develops student's ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future. The course further develops and extends the student's knowledge and understanding of the elements of drama, enabling them to communicate effectively through voice, gesture, movement and group cooperation through group devised performances. They critically reflect and analyse their own and other student's work. Playback Theatre uses personal stories from the audience and employs improvisation and elements of realistic and non-realistic theatre. Students form small groups and create, direct and perform their creation to a live audience. They practice direction and production tasks and responsibilities, and refine and practice for performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements. It is recommended students who are considering participating in Drama at a Stage 1 level participate in Drama in Year 9.

Aims:

- > To allow students to use drama to explore and express their individual and social identities.
- > To give students the opportunity to write scripts and explore genres of their choice.
- > Draw on personal stories and historical events as the basis for performance work.
- > Utilise skills of listening, interpretation and improvisation to 'playback' personal stories.
- > Examine and explore how methods for acting can be used to shape their performance.

Assessment:

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, to prepare short performances, to identify, analyse and critique their own, and others, performances. The major assessment piece will be their final production in the latter part of the course at which time they will perform in small groups.

English.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

Year 7

Students begin with the thematic focus: *We are all Products of Our Environment*. This idea will be explored within historical, social, cultural, present contexts and through different points of view including indigenous perspectives. Texts selected for study will encompass this theme and encourage students to actively discuss and analyse what it means within the works they study. Students will explore persona poetry at this year level, drawing inspiration from the past and also historical civilisations studied in Humanities and Social Sciences.

Year 8

Students begin with the thematic focus: *Our World in Conflict: Where do I belong?* This idea will encourage students to challenge and question their values and ideas through the texts studied and the discussion and analysis that ensues.

Students interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. The development of persuasive texts will include students learning the formal art of debating.

Year 9

Students begin with the thematic focus: *A Question of Identity: The Truth Revealed*. This idea will encourage students to explore the relationships between language, culture and identity. It will also enable discussion to take place around how the power of language can be used to represent ideas, events and people.

Students will also be introduced to the globe theatre and the world and works of Shakespeare.

Aims:

- > Learn to listen to, read, view, speak, write, create and reflect on basic through to increasingly complex and sophisticated spoken, written and multi-modal texts across a growing range of contexts with accuracy, fluency and purpose.
- > Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- > To foster and develop a love of reading. They will be given independent reading and library borrowing time, where they are provided with the opportunity to explore a wide range of genres.
- > Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Assessment:

Students will produce a range of texts, both in the form of responses to texts and the creation of original works. They will participate in formal and informal oral and multi-modal presentations.

Comprehension tasks will be embedded within the course. Language skills and techniques linked to the study and creation of specific text types will also be taught.

Please note: The approach taken by each teacher in the delivery of the Years 7, 8 and 9 course will be influenced by their assessment of the individual needs and abilities of their class.

Food Technology.

Year 8 (Compulsory)

Duration: One Semester

Year 9 (Elective)

Duration: One Semester

Subject Description:

In Food Technology students revise safety and hygiene procedures and expand on the basic skills needed in food preparation and cooking techniques. Students extend their knowledge of nutrition and teenage eating habits and they utilise a range of recipes to support healthy eating choices. Students study the history of food in Australia since Aboriginal times and the influences migration and technology has had on the Australian food scene.

Aims:

- > Investigate, plan and use healthy practices, behaviours and resources to promote health, safety and wellbeing.
- > Develop skills to evaluate health information and express health concerns.
- > Food Production: Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- > Producing: Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make design solutions.
- > Evaluating: Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability.

Topics to be covered include:

- > Safety and Hygiene in the Kitchen
- > Cooking Methods used in Food Preparation
- > Australian Dietary Guidelines
- > Food Selection Guides
- > Healthy Food Choices for Teenagers: e.g. snacking, fast food
- > All about Milk, Meat and Legumes
- > History of Food in Australia
- > Bush Tucker
- > Early Settlers
- > British Based Food Traditions
- > Impact of Migration and Technology
- > Foods from around the World.

Assessment:

Evaluation Reports, practical tasks, folios and investigations. Class involvement in discussion, written tasks and worksheets.

Practical Tasks:

Ongoing food preparation relating to the topics covered.

Health and Physical Education.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

Health and Physical Education is a compulsory subject for students in Years 7, 8 and 9. Students acquire a range of knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They learn to transfer movement skills and concepts to a variety of physical activities and they explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Students explore a range of MITIOG (Made in the Image of God) topics covering identity, relationships, human development, reproduction and reproductive health.

Aims:

Years 7, 8 and 9 Health and Physical Education will provides students with the opportunity to:

- > Successfully participate in a range of practical activities, gaining an understanding of movement skills and concepts
- > Research and analyse a range of issues relating to personal, social and community health
- > Understand how to be healthy, safe and active as well as how to communicate contribute to personal and community health and wellbeing
- > Demonstrate leadership, fair play and cooperation across a range of movement and health contexts.

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students can be assessed through the following:

- > Personal, Social and Community Health
- > Movement and Physical Activity.

Humanities and Social Sciences.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Content:

In **Year 7** students explore our Ancient World, Deep Time History of Australia and the Mediterranean or Asian World.

In **Year 8** students explore Medieval Europe and the Early Modern World Empires and expansions, and Asia-Pacific world.

In **Year 9** students explore the First World War (1914–1918), The Industrial Revolution and the movement of peoples (1750–1900) and Asia and the World (1750–1914).

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Content:

In **Year 7** students explore Water in the World and Place and Liveability.

In **Year 8** students explore Landforms and Landscapes, and Changing Nations.

In **Year 9** students explore Biomes and Food Security and Geographies of Interconnection.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. It aims to reinforce students' appreciation and understanding of what it means to be a citizen.

Content:

In **Year 7** students visit Canberra as part of their Civics and Citizenship studies.

In **Year 7-9** students explore Government and democracy, Laws and citizens and Citizenship, diversity and identity.

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Content:

In **Year 7** students explore individuals, businesses and entrepreneurs within a personal, community and national context.

In **Year 8** students explore Australian markets within a national context.

In **Year 9** students explore international trade and interdependence within a global context, including trade with the countries of Asia.

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students can be assessed using a variety of formats including: writing letters, developing multi-modal presentations, debating, essay writing, interviews, interpreting and analysing primary and secondary sources, oral presentations, reports, developing information and communication technologies and fieldwork.

Integrated Learning: Leadership and Identity.

Years 8 (Compulsory)

Duration: One Semester

Subject Description:

At St Francis de Sales College we hold the fundamental belief that all students are capable and competent leaders, who use their individual skills and talents to become socially responsible contributors to the community and society. Student learning in the Leadership and Identity course is structured for students to unpack key Big Ideas relating to the formation of students' personal leadership identities through an environment where faith is nurtured in a Catholic Christian tradition.

The curriculums used to design and teach the Leadership and Identity course combines two learning areas from the Australian Curriculum and the Religious Education curriculum called Crossways. The two learning areas are:

- > Health and Physical Education (Health focus)
- > Humanities and Social Sciences: Civics and Citizenship

The strands from the Crossways curriculum are:

- > Wisdom
- > Moral Life

The Leadership and Identity course has intentionally been designed to integrate these learning areas, to create a wholistic experience for students to learn, develop and apply the knowledge and skills gained through a process of inquiry.

Aims:

The purpose of the Leadership and Identity course is to:

- > build on previous learning and to further develop skills in personal leadership.
- > educate, inspire and support students in their self-understanding of personal leadership in a variety of contexts.
- > provide opportunities for students deepen their skills to actively lead others in various ways, and to challenge them to take on these opportunities in a supportive environment.

- > enable students to seek reflect on their learning and develop their ability to interpret personal growth and skillsets for leadership.

Learning Concepts:

The Big Ideas covered in the Leadership and Identity course include:

- > What is leadership?
- > How the brain functions through different aspects of leadership
- > Leading well - Time management, organisation and communication
- > Social and Emotional Leading - Who am I as a leader?
- > How the Media impacts on leadership formation
- > How Digital Literacies impact on leadership formation
- > Leadership skills - Conflict resolution

The delivery of this curriculum is supported by:

- > Performance standards to assist with assessment and moderation
- > A 'Big Ideas' approach to learning
- > Learning design through a process of collaborative inquiry

Assessment:

Curriculum content is assessed on the achievement standards outlined in the Australian Curriculum for the learning areas highlighted above. Students are assessed through a selection of the following:

- > Investigations
- > Written reports and essays
- > Discussions
- > Role plays
- > Debates
- > ICT presentations
- > Presentations in class
- > Research notes
- > Bookwork and journals
- > Practical tasks.

Languages: Japanese.

Years 7 and 8 (Compulsory)

Duration: Full Year

Subject Description:

Students will develop skills in listening, reading, speaking and writing as well as developing their intercultural awareness. The emphasis in Japanese at this level is on embracing and appreciating another language and culture.

Through the study of Japanese students will:

- > Gain knowledge and skills that will enable them to communicate with others in Japanese.
- > Understand the role of language, culture, and the relationship to their learning.
- > Understand themselves as communicators.

This is covered through the Australian Curriculum's two strands of Language: Communicating meaning in Japanese and Understanding language and culture.

Content:

Year 7

Topics covered may include:

- > Hiragana, Katakana and Kanji Scripts
- > Self-Introduction and Greetings
- > Numbers
- > Food
- > Family and Friends

Year 8

Topics covered may include:

- > Hiragana, Katakana and Kanji Scripts
- > My Town
- > My Week
- > Numbers

Years 7 and 8 students study Japanese supported by the textbook iiTomo 1 and have access to a variety of online resources such as Education Perfect and a digital version of the textbook.

Assessment:

Years 7 and 8 students will be assessed against the Australian Curriculum Achievement Standard through the following assessment types:

- > Interaction – role plays, interview
- > Text Production – letter, poster, digital presentation
- > Text Analysis – listening and responding, reading and responding.
- > Tests – vocabulary and grammar tests.

Languages: Essential Japanese.

Year 9 (Elective)

Duration: One Semester, Semester 1

Subject Description:

Students wishing to undertake Stage 1 Japanese in Year 10 are strongly encouraged to choose a full year of Japanese in Year 9. However, completion of this one semester course will enable students to continue with Stage 1 Japanese in Year 10 through an enrichment opportunity in Semester 2 to augment preparation for entry into Stage 1 the following year.

Content:

Topics covered may include:

- > Daily routine
- > School life
- > Hobbies

Assessment:

Students will be assessed against the Australian Curriculum Achievement Standard through the following assessment types:

- > Interaction – interview, conversation, role play
- > Text Production – letter, poster, presentation
- > Text Analysis – listening and responding, reading and responding
- > Tests – Kanji, vocabulary, grammar test.

Languages: Accelerated Japanese.

Year 9 (Elective)

Duration: One Semester, Semester 2

Subject Description:

St Francis de Sales College offers this accelerated program in Year 9 to enable best preparation for SACE Stage 1. The course therefore increases the grammar functions and Kanji taught in readiness for Stage 1 Japanese the following year (as a Year 10 student). Students in Year 11 the following year have the option to complete Stage 2 or choose to continue at a Stage 1 level.

Content:

Topics covered may include:

- > Shopping
- > Going out
- > Life in the city and life in the country

Assessment:

Students will be assessed against the Australian Curriculum Achievement Standard through the following assessment types:

- > Interaction – interview, conversation, role play
- > Text Production – letter, poster, presentation
- > Text Analysis – listening and responding, reading and responding
- > Tests – Kanji, vocabulary, grammar test.

Mathematics.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

The study of Mathematics includes four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. All are an integral part of Mathematics content across the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Through research and investigation methods, students develop an awareness of the interconnectedness of the vast array of patterns within our world and Mathematics. They develop an understanding that patterns are the foundation of our world and they use this comprehension to create and further explore these concepts.

Aims:

The following aims ensure that students develop:

- > Engagement in their learning of mathematical concepts
- > The confidence to be analytical, investigative, skillful and informed mathematicians, both individually and collaboratively
- > Mastery of mathematics through developing skills of understanding, problem solving, reasoning and fluency
- > Understanding of how to use knowledge and skills to build a future as a lifelong learner of mathematics.

Learning Concepts:

Students develop knowledge, understanding and skills about mathematics as tool to understand patterns and use the patterns to help construct the world around us. Students investigate the relationship between mathematics and foundation patterns to develop an understanding of the strong interconnectedness between the two and how the development of mathematical skill and understanding can assist them to construct their understanding of both. Through research, investigation, application of skills and patterns developed, students make responses to mathematics independently, with their peers, teachers and community whilst developing confidence in their research skills to collect, analyse, and reconstruct data in a meaningful way.

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through a selection of the following:

- > Investigations
- > Tests (pre and post)
- > Anecdotally
- > Class quizzes
- > ICT presentations
- > Class presentations
- > Research notes
- > General bookwork.

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Mathematics.

Music.

Year 7 (Compulsory)

Duration: Full Year

Year 8 (Compulsory)

Duration: One Semester

Subject Description:

Music is exploring, performing, creating, listening and responding to sound and silence. In the curriculum area of Music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in Music allows students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. Student's active participation in music fosters learning for life-long wellbeing, developing understanding of other times, places, cultures and contexts.

Learning Concepts:

Music is chiefly inquiry-based learning where students are encouraged to direct their own learning with the teacher facilitating their musical interests and needs. Students individually and collaboratively engage with the elements and concepts of music, through listening, composing, performing and responding to create, communicate and evaluate music ideas.

Aims:

- > The confidence to be creative, innovative, thoughtful, skilful and informed musicians.
- > Skills to compose, perform, improvise, respond and listen with intent and purpose.
- > Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- > An understanding of music as an aural art form as they acquire skills to become independent music learners.

Assessment:

Students rehearse and perform songs and instrumental pieces expressively and with accuracy. They investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using stylistically appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Music.

Music.

Year 9 (Elective)

Duration: One Semester

Students are strongly encouraged to undertake Music at Year 9 if they are considering studying the subject at Stage 1 level. Students are also strongly encouraged to engage in instrumental/vocal tuition to support this learning. It is recommended that students have the following skills to successfully complete the course:

- > Foundational reading and notating skills (basic ability to read and write music)
- > Basic knowledge, understanding and experience on a musical instrument/voice.

Subject Description:

Students build on their instrumental skills by working in ensembles to learn, refine and perform music. An emphasis on audience engagement is encouraged as students learn performance skills. Through an understanding of music theory, stylistic features, instrumental skills and song writing skills, students compose their own song. A collaborative and inquiry based approach is utilised as each student explores the different ways a song can be written in consideration to procedure, technology, instruments, structure and style. Students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. They make and respond to music independently, with their peers, teachers and community. Students develop their understanding of elements and concepts, instruments and styles to improvise, compose and arrange music in a variety of contexts. Students use their musicianship to realise expressive and stylistic features of the works they perform. They record and share their music and access other people's music using available technologies and notations. Students respond to their own, their peers and other's music.

Aims:

Music aims to develop in students:

- > The confidence to be creative, innovative, thoughtful, skilful and informed musicians, both individually and collaboratively
- > Knowledge and understanding in music through developing musicianship, composing, performing, improvising, responding and listening with intent and purpose
- > Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical tradition
- > Understanding how to use knowledge and skills to build a future as a global music citizen who engages with music for a lifetime.

Assessment:

Students will be assessed on the following criteria:

- > Rehearse and perform songs and instrumental pieces
- > Investigate and apply techniques relevant to the styles of music they perform
- > Manipulate elements of music to create, shape and refine compositions in a range of structures and styles
- > Document their music using appropriate notations and available technologies
- > Use music terminology as they reflect, offer and accept feedback
- > Analyse the elements of music within songs of different styles and genres.

Science.

Years 7, 8 and 9 (Compulsory)

Duration: Full Year

Subject Description:

Within its practical applications, students experience scientific discovery and are nurtured in their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The Science Curriculum has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through a clearly described inquiry processes.

Learning Concepts:

In each year level students learn the following, consistent with *The Australian Curriculum*.

Year 7:

- > Biological diversity it's order and organisation
- > Flow of matter and energy in ecosystems and impact of environmental changes
- > Cycles in the earth-sun-moon systems and the effects of these cycles on earth phenomena
- > Effect of forces acting on objects
- > Particle theory to explain the physical properties of substances and processes that separate mixtures
- > Factors that influence development of and lead to changes in scientific knowledge.

Year 8:

- > The role of specialised cells structures and organelles in cellular function
- > The relationship between structure and function at organ and body system levels
- > The theory of plate tectonics and change in the geosphere
- > Properties of rocks
- > Energy forms and transfer and transformation of energy in simple systems
- > Classification of matter and physical and chemical changes.

Year 9:

- > Body systems and response to stimuli
- > The process of reproduction and how it enables survival of the species
- > Interactions within and between earth's spheres and their affect on the carbon cycle
- > Energy conservation in simple systems and application of wave and particle models to describe energy transfer
- > Chemical processes and changes in atomic structure atomic rearrangement and mass.

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students demonstrate evidence of learning through the following types of assessment:

- > Skills and Application Tasks
- > Practical Investigations
- > Design Practical Investigations
- > Multi-modal Presentations
- > Science as a Human Endeavour Assignments
- > End-of-semester exam (Year 9 only).

Specialist Sports Program – Years 8–9.

The Specialist Sports Program involves a combined 8-9 year level group and is a yearlong subject taught across the two years, one semester each year.

Students who wish to apply for the Basketball Academy must go through an application process. Application for the academy does not guarantee acceptance.

Application forms are available on the College website.

Basketball Academy

This subject will run in Semester 2 only and is undertaken as an offline or standalone one semester subject.

Subject Description:

The focus of the Basketball Academy is to develop the whole person by exposing students to all facets of the game. The Academy will deliver a high quality basketball program aiming to develop the student's abilities whilst educating students on how to create a successful outlook with regards to sportsmanship both on and off the court. The on court content will involve students working through an in depth study of a range of basic skill sessions, offensive and defensive principles, team structure and game play scenarios. The off court content will allow the students to complete analyses, inquiries, evaluations and presentations of a variety of issues such as the rules of basketball, understanding offence & defence, injury prevention, and community involvement activities. There will also be a chance to complete a range of basketball related courses to aid students in developing the skills required for community service.

Learning Concepts:

The emphasis of this program is to provide a high quality basketball program that provides students with a wide range of opportunities. The program will have a strong focus on interactive, Inquiry-Based Learning (IBL), targeted at developing the skill set required for the performance of elite athletes. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their coach.

Assessment:

Curriculum content is based on the Health and Physical Education Achievement Standards outlined in the Australian Curriculum. Students can be assessed through the following:

- > practical skill and application of movement concepts, specifically related to Basketball
- > theoretical knowledge and understanding
- > sportsmanship, leadership and communication.

Subject Requirements:

Students need to meet the following requirements in order to be eligible for inclusion in the Basketball Academy.

They will be required to:

- > Complete the online application process
- > Show evidence of their academic history and maintain an acceptable academic standard across all learning areas
- > Demonstrate a high understanding and skill level within the sport
- > Provide a written recommendation from their current basketball coach (highest playing level).

STEAM: Technology and Engineering.

Year 7 (Compulsory)

Duration: One Semester

Subject Description:

The Science Technology Engineering Arts Mathematics (STEAM) program of Technology and Engineering will provide students with the opportunity to develop the skills and capabilities to reflect contemporary educational philosophies and 21st Century skills requirements, through their participation in a broader and more integrated curriculum. To make a change or improve the world, students need to understand what influences the quality of their environment and how to manage those influences by achieving sustainability through the use of technology. Students will gain a familiarity with engineering solutions and approaches in a Project Based Learning environment.

Aims:

Students will be participating in a broader curriculum model providing them with opportunities to engage in a wider and more sophisticated range of experiences. The aim is to better develop the holistic skills and capabilities required in an increasingly complex and connected global environment. Technological and engineering based education is both present and future-oriented. This leads to students developing an overall capacity to contribute to our society for present and future generations, with students planning, designing and managing environmental and digital projects. Through Project Based Learning (PBL) STEAM: Technology and Engineering will include engaging activities that aim to captivate student's attention and work toward formulating an understanding of the big ideas.

Assessment:

Assessment is based on short written pieces, design and practical work.

STEAM: The Arts.

Year 7 (Compulsory)

Duration: One Semester

Subject Description:

The Science Technology Engineering Arts Mathematics (STEAM) program of The Arts will provide students with the opportunity to develop the skills and capabilities to reflect contemporary educational philosophies and 21st Century skills requirements, through their participation in a broader and more integrated curriculum. Creativity is the use of innovation, enthusiasm, and individuality. Simply put, an integrated creative curriculum is one that engages a student's intellect and emotions; it focuses on big ideas, interesting projects, and individual students' passions and needs. Often when we think of creativity, we think about tangible art such as literature and music; these things are an important part of a creative curriculum; however, in STEAM, we will also focus on a curriculum that is inspirational and promotes lifelong learning.

Aims:

The aim is to better develop the holistic skills and capabilities required in an increasingly complex and connected global environment and to foster a creative learning environment that encourages young people to use their imaginations and engage their natural curiosity, to see age-old problems in a new light, to experiment and test ideas, to apply mixed mediums and interdisciplinary approaches, to pursue their interests and strengths and to develop a life-long love of learning. STEAM: The Arts aims to develop student's ability to tolerate ambiguity and take risks, develop their capacity to think critically, empathetically and independently and to be resilient, collaborative and resourceful. Through Project Based Learning (PBL) STEAM: The Arts will include engaging activities that aim to captivate student's attention and work toward formulating an understanding of the big ideas.

Assessment:

Assessment is based on short written pieces, design and practical work.

Visual Arts: Art.

Year 8 (Compulsory)

Duration: One Semester

Subject Description:

Students will be introduced to a variety of arts techniques, styles and media to create works that express personally relevant ideas and subject matter. A focus is on the development of skills with a variety of 2D and 3D art media including charcoal, pencil, paint, print and clay. Students will be introduced to various art concepts and artists to identify and recognise the influence of arts within society and how other artists use visual conventions and viewpoints to communicate these ideas and apply it to their artworks. Analysis skills are also introduced to enable students to form a growing understanding of the history and context of art, together with developing arts literacy. This may be supplemented with visits to exhibitions and galleries.

Aims:

- > Practise techniques and processes to enhance representation of ideas in their art making.
- > Analyse how artists use visual conventions in artworks.
- > Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art making.
- > Develop planning skills for art making by exploring techniques and processes used by different artists.
- > Experiment with visual arts conventions, techniques, materials, processes and technologies.
- > Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement.

Assessment:

Students will create a range of imaginative and skill based works in a variety of media, focusing on the exploration and development of techniques and processes, to demonstrate skills in their art making. Students will also complete a range of theoretical tasks to identify features and purposes of visual art works, to further develop their literacy skills when discussing and communicating about works of art.

Year 9 (Elective)

Duration: One Semester

Subject Description:

Students who plan to study Art or Design at a Stage 1 level must complete a semester of Art or Design in Year 9. Students will also be introduced and extended in Art, looking at building skill in a variety of media and styles. The influential historical and contemporary artists will form the basis for the work carried out. A visual study based on an artist of interest will also be undertaken. This is to increase their thinking, understanding and recognition of the influence of art within society and to extend and develop their language, in preparation for this assessment component at a Stage 1 level.

Aims:

- > Conceptual and perceptual ideas and representations through art making processes.
- > Develop and refine techniques and processes to enhance representation of ideas. Analyse how artists use visual conventions in various design works.
- > Identify and connect specific features and purposes of art works from contemporary and the past to explore their purpose and enrich their problem solving.
- > Develop planning skills for making art works through the exploration of concepts, techniques and media used by different artists.
- > Manipulate materials, techniques, technologies and processes to develop and represent their own artistic style.
- > Critical and creative thinking, using artistic language, terminology, theories and practices to apply aesthetic judgment.

Assessment:

Assessment Students will create a range of imaginative and skill based works, including 2D and 3D artworks using a variety of media. A range of theory tasks are completed to further develop student's knowledge and understanding that is required and to further develop their literacy skills when discussing artists and their works.

Visual Arts: Design.

Year 9 (Elective)

Duration: One Semester

Subject Description:

Students who plan to study Art or Design at a Stage 1 level must complete a semester of Art or Design in Year 9. In this course students are introduced to Design as a subject area through the exploration of logos and corporate identity, leading to product and environmental design. A focus is on the design process, in particular, the ability to explore concepts and resolutions using a variety of techniques and media. This is to increase their thinking, understanding and recognition of the influence of design within society and to extend and develop their language, in preparation for this assessment component at a Stage 1 level.

Aims:

- > Conceptual and perceptual ideas and representations through design processes.
- > Develop and refine techniques and processes to enhance representation of ideas. Analyse how designers use visual conventions in various design works.
- > Identify and connect specific features and purposes of design works from contemporary and the past to explore their purpose and enrich their problem solving.
- > Develop planning skills for making design works through the exploration of concepts, techniques and media used by different designers.
- > Manipulate materials, techniques, technologies and processes to develop and represent their own artistic style.
- > Critical and creative thinking, using design language, terminology, theories and practices to apply aesthetic judgment.

Assessment:

Assessment Students will create a range of imaginative and skill based works, such as a logo, corporate identity, product and environmental. A range of theory tasks based on historical and contemporary designers and movements, will be completed to further develop student's knowledge and understanding that is required and to further develop their literacy skills when discussing designers/artists and their works.

References.

- > Australian Curriculum Assessment and Reporting Authority (ACARA), [**acara.edu.au**](https://acara.edu.au)
- > Australian Curriculum, [**australiancurriculum.edu.au**](https://australiancurriculum.edu.au)
- > Catholic Education South Australia - Living Learning Leading [**cesa.catholic.edu.au/about/living-learning-leading**](https://cesa.catholic.edu.au/about/living-learning-leading)

Notes.

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St Francis de Sales
COLLEGE

Belong for life.

8 Dutton Road
Mount Barker SA 5251

PO Box 1793
Mount Barker SA 5251

T (08) 8393 1000

E info@stfrancis.catholic.edu.au

stfrancis.catholic.edu.au

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