

## FROM OUR PRINCIPAL

We believe that:

- ◆ Learning is a partnership to be shared by the student, the school and their parents/care givers.
- ◆ Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- ◆ This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- ◆ Every endeavour should be made to make learning engaging for students.

Andrew Dickinson  
Principal

## COURSE SELECTION

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Parent wishes
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator
- Personnel at other agencies

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the information evening and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.





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## CHOOSING SUBJECTS

Carefully read the subject descriptors before selecting your units.

- ◆ We suggest you keep this Curriculum Guide for all of next Year so that you may refer back to this information in discussing study plans for next year and beyond.
- ◆ Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.
- ◆ Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.
- ◆ Additional information is available to parents and students through an information evening. Parents can contact appropriate school personnel if they require any further information.
- ◆ Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs.
- ◆ Students, with assistance from parents/ caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences. Students are issued with a computer printout of their choices.
- ◆ The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.
- ◆ Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.
- ◆ Students, with support from parents, will have limited opportunities to make changes to the chosen course.

## MIDDLE SCHOOL CURRICULUM

Our Middle School is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential.

### WE OFFER:

- ◆ A broad and balanced curriculum across the 8 areas of study
- ◆ Extensive access to computers throughout the school
- ◆ Access to a broad range of sporting and other extra-curricular activities
- ◆ Celebration of student success
- ◆ A comprehensive pastoral care program and encouragement of student leadership and participation in decision -making.

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## YEAR 8

All students have access to all learning areas, completing compulsory units from each of the 8 Learning Areas;

- The Arts
- English
- Health & Physical Education
- Humanities and Social Sciences (HASS)
- A Language other than English (LOTE)
- Mathematics
- Science / Agricultural Science
- Technologies

## YEAR 9

All students will complete compulsory units from:

- English
- Mathematics
- Science
- Health and Physical Education
- History

Choice units will be selected from:

- Agriculture
- The Arts
- Geography
- Health and Physical Education
- Home Economics
- LOTE - Japanese [Full Year]
- Technologies

## SENIOR SCHOOL CURRICULUM

### YEAR 10

All students must complete units from:

- English [Full Year]
- Mathematics [Full Year] (Choose Mathematics or Mathematics A)
- Science [Full Year]
- History [Semester]
- Health and Physical Education [Semester]
- Personal Learning Plan [Semester]
- An additional 5 choice units [Semesters] must be selected.

### PERSONAL LEARNING PLAN

The Personal Learning Plan is a compulsory SACE subject, usually undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan contributes 10 credits towards the SACE.

As it is compulsory, students need to achieve a 'C' grade or above.

## YEAR 11

**Compulsory Units: Students must achieve 'C' grade or better.**

English (literacy) [Full Year] 20 credits

Mathematics (numeracy) [Semester] 10 credits

Research Project [Semester] 10 credits

### Choice Units:

Choose an additional 9 semester units from the Stage 1 subject choices.

## RESEARCH PROJECT

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). As it is compulsory, students need to achieve a 'C' grade or better.

Students will:

- Choose a topic; the topic may be linked to a SACE subject or course, or to a work-place or community context
- Learn and apply research processes and the knowledge and skills specific to their research topic
- Present their research and evaluate what they have learnt

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

## YEAR 12

Choice Units:

- Four full year [20 Credit] subjects, or the equivalent to achieve an ATAR
- Three subjects for SACE completion



## KEY PERSONNEL FOR COURSE COUNSELLING



Andrew Dickinson  
Principal



Paul Hudson  
Deputy  
Principal



Derek Slater  
Head of  
Senior School



Liz Rankin  
Head of  
Middle School



Peter Phillips  
ICT/Cross Curric-  
ulum Coordinator



Ros Conboy  
Special  
Education  
Coordinator



Cheryl Raso  
Middle School  
Counsellor



Dick Glacken  
Senior School



Angela Koehler  
Arts Coordinator



Ben Watson  
Design &  
Technology Coord



Jason Keep  
VET Coordinator



Rebecca Bolton  
Science &  
Agriculture Coord



Jared Osborne  
English  
Coordinator



Layla Clarke  
Aboriginal  
Education Coord



Russell Wotton  
HASS Coord



Ashley Dearlove  
Health & Physical  
Education Coord



Amy Hart  
Mathematics  
Coordinator



Kate Tetlow  
Year 8 Year Level  
Manager



Colleen Lowe  
Year 9 Year Level  
Manager



Angela Karatassa  
Year 10 Year  
Level Manager



Julie Peters  
Year 11 Year  
Level Manager



Sarah Hallworth  
Year 12 Year  
Level Manager



## **ENGLISH IS COMPULSORY** in Year 9.

Students must complete a full year at each year level.

EALD support is offered for those students who qualify for this support as one to one tutoring.

## **YEAR 9 ENGLISH**

### **FULL YEAR**

An emphasis is placed on critical reading, active listening, viewing and writing skills. Students read and view a range of texts such as novel, film, short stories, poetry, newspapers and magazines and respond to these in a variety of ways. These responses can be personal, critical, informal and formal, and may be presented in different forms, including oral, multi-modal and written. Literacy development is a major focus and this includes the wider reading program, based on the Premier's Reading Challenge, in which all Year 9 students are expected to participate and which is part

of the assessment strategy. NAPLAN testing occurs during Term 2. Homework is to be completed as part of the assessment process. The Australian Curriculum will inform YEAR 9 ENGLISH

## **YEAR 9 MATHEMATICS**

### **2 UNITS / FULL YEAR/COMPULSORY**

Students complete two semesters of Mathematics.

This course builds upon the knowledge and skills acquired in Year 8. Students will be encouraged to problem solve and relate their Mathematics to real life situations. Students will continue to undertake learning activities in problem based learning and will require an 'A' or 'B' grade to undertake more advanced mathematics pathways offered in senior school. Australian Curriculum covered includes:

#### **Number and Algebra**

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

#### **Measurement and Geometry**

- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry

#### **Statistics and Probability**

- Chance
- Data representation and interpretation

Science is a compulsory subject for two semesters while Agriculture is an elective subject for one semester.

## **SCIENCE (COMPULSORY)**

This course leads to further development of knowledge and skills based on experiment, research and observation. The topics cover the sub-strands of scientific understanding namely: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Topics studied include:

- Atoms and Ions
- Heat, Light and Sound
- Important Materials
- Electromagnetic Radiation
- Body Coordination
- Reaction Types
- Ecosystems
- Plate Tectonics

## **AGRICULTURE**

### **1 UNIT / SEMESTER**

Students selecting Agriculture need to be aware that this is a practical subject and so they are required to work within the full scope of Animal Husbandry and garden care. They need to have appropriate clothing and closed-in footwear for Agricultural lessons. Students may choose either one or both of the Agriculture units at year 9.

#### **Agriculture A (Semester One):**

Students focus on plant husbandry and poultry topics during this semester, and are a part of the Cows Create Careers program during term, where they care for and feed dairy calves whilst completing a set of assessments.

#### **Agriculture B (Semester Two):**

Students focus on pig production, plant propagation and alternative farming during this semester. They will care for and raise piglets during this time, and will learn how to grow plants from cuttings. Students undertake an individual investigation during this semester.

## **YEAR 9 SCIENCE & AGRICULTURE**



## **YEAR 9 HISTORY (COMPULSORY)**

### **1 SEMESTER**

The course will focus upon “The Making of the Modern World” which provides a study of the modern world from 1750 to 1918. There will also be a major focus upon developing the background, skills and understandings necessary to complete courses in Year 10 Humanities courses.

#### *Course Overview*

Movement of Peoples: 18th Century Life in Britain: Industrial Revolution and Explorers and Convicts: Making a Nation: Colonial Australia to Federation: World War I.

## **YEAR 9 GEOGRAPHY (CHOICE)**

### **1 SEMESTER**

There are two units of study in the Year 9 curriculum for Geography: Biomes and Food Security and Geographies of Interconnections.

#### *Course Overview:*

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.

## **YEAR 9 DRAMA 1 OR 2 SEMESTERS**

Students who enjoy performing and being involved in the creation of plays as a performer or as a technician, or who enjoy working as a team member, are encouraged to select Drama.

#### *In Practical Studies, students will:*

- Work individually and in groups to develop performance work.
- Work from scripts.
- Perform for a variety of audiences.

#### *In Theoretical Studies, students will:*

- Learn about various theatre styles including melodrama and children’s theatre.
- Think, talk and write about their work and the work of others.

## **YEAR 9 MEDIA ARTS 1 UNIT / 1 SEMESTER**

Opportunities are given for students to study and experience Digital Media Arts through a focus on Digital Photography and creative, artistic Digital Image creation, manipulation and animation.

#### *In Practical Studies, students will:*

- Use Digital Cameras to take a variety of photographs for a range of specific exercises and photographic based communication products and artistic work for

their major assignments tasks.

- Use appropriate digital image creation, basic animation, manipulation, editing and presentation software, i.e. Adobe Photoshop, MS PowerPoint and MS Publisher to edit, enhance, manipulate and present their photographs and other digital images in suitable folio Presentation formats and styles.

#### *In Theoretical Studies, students will:*

- Learn the technical basics of digital photography, animation and image production with digital cameras and appropriate ‘Digital Dark-room’ software.
- Think, talk and write about their digital media arts work and the arts work of others.

## **MUSIC 2 UNITS / FULL YEAR**

Year 9 Music expands on the basic elements learned at Year 8 level with a higher focus on instrumental/vocal development, ensemble skills, music creativity and music exploration. Students at this level will:

- Participate in musical ensembles performing repertoire appropriate to their level of development and exploring different cultures and eras.
- Perform from musical notation with increasing fluency.
- Create music using music notation software and digital audio workspaces
- Explore eras of music by listening to examples and researching and discussing ideas.
- Attend live performances where possible
- Learn the basics of sound engineering and technical set up procedures.
- Attend weekly instrumental lessons provided by the school or sourced privately.
- Participate in school ensembles and attend recess and lunchtime rehearsals on request.

Students must achieve a ‘C’ grade or better in Year 9 Music to study music in Year 10.



## **YEAR 9 CORE HEALTH AND PHYSICAL EDUCATION - 1 SEMESTER - COMPULSORY**

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and well-being, movement and participation in physical activity. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

This course includes both theory and practical activities. The course covers the focus areas of Illicit Drugs, Mental Health, and Wellbeing and Relationships and Sexuality combined with the practical focus areas of Cricket, Bocce, European Handball, Soccer, Badminton, Athletics and combined with the practical focus areas of Cricket, Bocce, European Handball, Soccer, Badminton, Athletics and Fitness training.

## **YEAR 9 ELECTIVE HEALTH AND PHYSICAL EDUCATION - 1 SEMESTER**

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and well-being, movement and participation in physical activity.

Students will demonstrate a range of roles within the organisation of games and sport especially umpiring and scoring. This course includes both theory and practical activities. Students will cover the focus areas of Benefits of Physical Activity and Sport Safety combined with the practical areas of Softball, Gold, Australian Rules Football, Touch, Volleyball and Bushwalking.

Prerequisite: Compulsory 'B' or better in Year 8 and or 9 Core HPE.

## **YEAR 9 HOME ECONOMICS**

### **FOOD - TECHNOLOGY (DESIGN & TECH) 1 OR 2 SEMESTERS/ 1 OR 2 UNITS**

Students will actively engage in processes of creating a variety of dishes ranging from family meals to designing and decorating special occasion cupcakes. The design projects provide the opportunity for students to work individually or in small groups.

### **TEXTILES - SEWING FOR FUN (DESIGN & TECH) 1 OR 2 SEMESTER / 1 OR 2 UNITS**

Students will have the opportunity to develop

their textiles skills by working with a range of tools such as sewing machines and overlockers. Students will negotiate a project or projects of interest to them such as clothing, soft toys, cushions and bean bags. Students may be required to purchase some of the materials required.

### **FOOD & NUTRITION (HPE)**

This course will investigate aspects of food and nutrition with a focus on healthy eating for different groups. Students will participate in investigating, planning, preparing and presenting a range of dishes suitable for adolescents, sports people and people with nutrition related diseases such as food intolerance and allergies. Students will be required to work individually and in pairs/small groups in practical applications.

## **YEAR 9 JAPANESE 2 UNITS / FULL YEAR**

Students will build upon their prior knowledge to extend their ability to use and understand Japanese. Using an extensive range of written and spoken texts, students develop a wide range of communication skills which enable them to interpret and further express thoughts, feelings and experiences in Japanese. Through learning multiple languages students develop a capacity for learning that can be applied to other learning areas and wider community experiences.

Students continue to work within a social learning environment where they support each other's learning, and develop confidence, risk-taking skills, and self-esteem. Individual goal setting and progress supports a focus on ability as something that can be developed rather than "fixed".

The use of Information Technologies is still highly valued in Year 9 and students will continue to produce documents in Japanese and access interactive websites to support their learning. iPads will also be accessed in Japanese in 2018.

Students are assessed against a criteria relevant to an extended level of study.

Differentiation of learning opportunities supports students with varying levels of prior knowledge, skills and abilities.

Prerequisite: Achievement of 'C' grade or better in Year 8 Japanese



## YEAR 9 TECHNOLOGIES

### **DIGITAL TECHNOLOGIES: CAD**

Students will use a variety of CAD (Computer Aided Design) skills to design, develop, produce and evaluate products to meet a specific need. Students will have access to 3D printers to create and print the products that they design.

### **JEWELRY MAKING 1 SEMESTER**

Students will use a variety of hand skills and workshop machines to create small pieces of jewellery with a variety of materials such as timber, acrylic and soft metals. Students will develop their design skills while investigating how material choice affects different design styles and ideas.

### **WOODWORK 1 SEMESTER**

Students will use a variety of hand skills and workshop machines to learn basic woodworking joints and frame construction techniques. Students will develop their design skills while investigating how material choice affects different design styles and ideas. Students will then use all of these techniques to research existing ideas, design, produce and evaluate a product of their own. Recommended – a further interest in study in this field.

### **METALWORK 1 SEMESTER**

Students will use a variety of hand skills and gas welding equipment to learn some basic fabrication techniques. Students will develop their design skills while investigating how material choice affects different design styles and ideas. Students will then use all of these techniques to research existing ideas, design, produce and evaluate a product of their own. Recommended – a further interest in study in this field.

## **SPECIAL EDUCATION: LEARNING SUPPORT**

At Gawler & District College B -12 Learning Support is provided across all year levels to assist students who are identified as a Student with a Disability or who have learning difficulties. Students with a Disability have been through a formal identification process with a School Psychologist or a specific community agency and meet one, or more, of the following categories:

- Autistic Disorder / Asperger's Disorder
- Intellectual disability
- Physical disability
- Sensory disability (hearing and vision)
- Speech and/or language disability

Support and reasonable adjustments are provided to students, where necessary, to allow them to participate in all curriculum areas and to assist them to achieve intended learning outcomes.

The Learning Support team provide students with:

- In class support - an additional teacher / SSO is timetabled into the subject class to assist students to work on activities set by the subject teacher.
- Small Group withdrawn support - a small group of students work on tasks set by their subject teacher in the Learning Support Room or another area, for example computer room or library with a member of the Learning Support Team.

Gawler & District College provide a wide range of subjects to cater for all learning needs and the Learning Support Coordinator is a part of the course counselling process to provide advice on the and the Learning Support Coordinator is a part of the course counselling process to provide advice on the appropriate subject courses for students.  
appropriate subject courses for students.

### **SPECIAL CLASS INFORMATION**

#### **MIDDLE SPECIAL CLASS**

In Year 8 and 9 we offer:

- A broad and balanced curriculum across Learning Areas.
- Life skills embedded across all learning areas
- Access to a range of sporting and other extra-curricular activities
- Celebration of student achievements and success
- Encouragement of student leadership and participation in decision-making.
- A program linked to the Australian Curriculum topics and general capabilities
- Information Technology embedded across the curriculum

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Students have access to all learning areas, completing units from each of the 7 Learning Areas: Visual and Performing Arts, English, Health & Physical Education, Mathematics, Science & Agriculture, Humanities & Social Sciences and Design Technologies.



## Compulsory Subjects Year 9

|             |         |
|-------------|---------|
| ENGLISH     | 2 UNITS |
| SCIENCE     | 2 UNITS |
| MATHS       | 2 UNITS |
| HISTORY     | 1 UNIT  |
| HEALTH / PE | 1 UNIT  |

2 Units = 1 Full Year

Students Choose 6 units from the following list:

**The complete list of selections follows the following structure:**

- 2 Units of ENGLISH
- 2 Units of MATHS
- 2 Units of SCIENCE
- 1 Unit of HISTORY
- 1 Unit of HPE
- 6 Units of CHOICE

**14 UNITS IN TOTAL**

|   |              |
|---|--------------|
| AGRICULTURE                                     | 1 UNIT       |
| DESIGN & TECH: FOOD                             | 1 OR 2 UNITS |
| DIGITAL TECH:<br>COMPUTER AIDED<br>DESIGN / CNC | 1 UNIT       |
| DESIGN TECH :<br>TEXTILES                       | 1 UNIT       |
| DESIGN TECH:<br>METALWORK                       | 1 UNIT       |
| DESIGN TECH:<br>WOOD                            | 1 UNIT       |
| DRAMA   | 1 OR 2 UNITS |
| GEOGRAPHY                                       | 1 UNIT       |
| HEALTH & PHYSICAL<br>ELECTIVE                   | 1 UNIT       |
| JAPANESE  | 2 UNITS      |
| MEDIA ARTS                                      | 1 UNIT       |
| MUSIC   | 2 UNITS      |
| VISUAL ART: ART                                 | 1 OR 2 UNITS |
| VISUAL ART:<br>DESIGN                           | 1 OR 2 UNITS |