



2019 & 2020
COURSE DESCRIPTORS
ACADEMIES & ELECTIVES
JUNIOR & MIDDLE SECONDARY

PERSONAL LEARNING TIME

Underpinning the philosophy that sits beneath the development of a PLT program at Playford International College, is the understanding that, some of the most valuable learning experiences that we have, are derived from involvement in activities that we are intrinsically motivated to be involved in, with a group of equally motivated people. Equally, we may be motivated to have a new learning experience, sparked by a curiosity to try something completely new or engage with a program that assists in building capacity in an identified area of need. All of these identified aspects, may be included within the variety of PLT time offered at Playford International College.

JUNIOR SECONDARY SCHOOL SECONDARY

Students must select two semesters of PLT.

MIDDLE SECONDARY SCHOOL SECONDARY

Students must select ten or eleven semesters of PLT over a two year period (depending on core subject selections).

CREATIVE THINKING - THE ARTS

GAME ART ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

Attention gamers! Noob or pro, this course offers you the opportunity to develop your artistic understanding of game making. Using digital technologies, you will explore the art of games by designing characters and environments, from drawing to 3D modelling.

Areas covered may include:

- Game concepts (narrative, interactivity, types and styles)
- Character concepts (backstory, FACTS, silhouettes and textures)
- Environmental/Level design (concept art, textures, etc)

ASSESSMENT

Assessment consists of 2 task types:

- Products – Artwork
- Folio – development of concepts and progress documentation

RECOMMENDATIONS

This course is aimed at student who like working collaboratively with peers and the wider community.

NOTES

This course is aimed to lead students towards the many careers and tertiary educational opportunities in the gaming industry. This is designed to start as a beginner course but all skill levels are welcome.

CREATIVE THINKING - THE ARTS

DANCE ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

1 OR 2 SEMESTERS



DESCRIPTION

The Dance Academy Pathway is a specialist pathway for students with a passion for dance. There is a strong emphasis in technique and flexibility development. Students will develop their own movement phrases in various capacities and themes. Dance styles studied may include, but are not limited to hip hop, jazz and contemporary.

Classwork aims to develop student alignment, posture, strength, control, coordination, rhythm, dynamics and spatial awareness. Students will study safe dance practice and injury prevention.

Using the elements of dance, students will devise their own choreography in individual, small group and class capacities. Each student will develop their own choreographic full work based on a theme/idea that is researched, developed and presented in movement.

Class dances will be performed for a variety of audiences in different community contexts.

Theory work will explore dance reviews and reflections.

ASSESSMENT

Students will be assessed across these four components;

- Technique
- Composition
- Performance
- Theory

RECOMMENDATIONS

Selection of this course is intended to be taken across 2 semesters and is a learning pathway towards being highly successful in Stage 1 and Stage 2 Dance.

Pre-requisite Passion for dance.

NOTES

Successful applicants will work in both individual and collaborative capacities.

CREATIVE THINKING - THE ARTS

DRAMA ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

1 OR 2 SEMESTERS



DESCRIPTION

Playford on Stage provides a platform for young excited actors, performances, back stage hands, designers, tech savvy students or those who have a keen eye for stage design. Previous performances include Alice in Wonderland 2017 and Peter Pan 2018. Students have opportunity to perform and work in the newly build state of the art Creative Arts Centre as well as have the opportunity to work/perform in a live authentic work space at the Shedley Theatre. Students will need to demonstrate a passion for performance Arts as well as be keen to develop their creative sides and apply these skills through performances whether on stage or back stage. Students will develop skills in acting, stage/set construction, stage management, design (costuming, hair, makeup, backdrop,) choreography, prop/set design and making, tech (lights/sound/stage mics). Through this course, students have the opportunity to attend live international performances at the Festival Theatre surrounding theatres. Previously attended performances were Matilda the Musical, Dracula and Singing in The Rain.

Key elements of the course will be:

Creative Drama Develop spontaneity, imagination, focus, confidence, verbal and physicality through exploration of practical activities and student devised performance.

Stagecraft Places an emphasis on vocal projection and clarity, acting techniques, text as the basis for characterization and development, physical staging. Emphasis on skills and techniques to deliver performance with assistance from acting coaches and performance groups around Adelaide, this will also include off stage roles.

Collaboration and Teamwork Communicate effectively with fellow class members at all times. Students will need to demonstrate their value to the team by engaging in production rehearsals and pre-production.

Drama Literacy and Numeracy Students will demonstrate ability to use appropriate Theatre terminology and language correctly and develop a foundation of language to communicate for dramatic purposes.

ASSESSMENT

Practical

- 40% Live full scale production with Senior School Drama.
- 40% Chosen performance associated with NLTC/ or School based.

Theory

Research and Presentation of off-stage role/ experience outside school/Theatre Company (20%)

- 10% 1st area
- 10% 2nd area

- Project based learning

RECOMMENDATIONS

Selection of this course is intended to be taken across 2 semesters and is a learning pathway towards being highly successful in Stage 1 and Stage 2 Drama. Present at all rehearsals before and after school. Attend after/before school/break times rehearsals and complete work in areas of the community during non-school hours.

NOTES

Each area will have access to community theatre company Northern Light Theatre Company where students can gain experience from professional personnel in off stage and on stage.

CREATIVE THINKING - THE ARTS

HANDS ON ART

SUBJECT TYPE: ELECTIVE



DESCRIPTION

This one-semester course introduces students to the Elements of Art and Principles of Design while developing artistic skills across a variety of techniques and styles. Hands on experiences in the classroom will give students opportunities to experience a variety of media developing student's individual style and creative problem solving skills. Students will develop their ability to evaluate their own artwork and the work of others.

ASSESSMENT

Students will be assessed according to the Achievement Standards of the Australian curriculum, with topics negotiated within the class.

Tasks will include:

- Practical Artwork
- Folio/Back up work
- Visual Study

RECOMMENDATION

This course is aimed at students who are interested in practical art making and is recommended for beginners wanting to start developing their artistic skills.

NOTES

Students wishing to study Visual Arts at Stage 1 and/or Stage 2 should be encouraged to select Year 8 Visual Arts instead.

CREATIVE THINKING - THE ARTS

AUDIO / VISUAL CREATORS (AV CREATORS)

SUBJECT TYPE: ELECTIVE

PACE CREDITS: 10

YRS 8, 9 & 10

1 SEMESTER

DESCRIPTION

If you dream of a career in interactive media, video production, and online content creation, this course is for you.

During this course each student will develop skills to create and edit their own narratives using media and Technology. You will undertake fundamental units such as online content strategy, videography and creative Art skill development with the support of industry professionals. You have the opportunity to gain hands on Experience as part of the media employability skills program.

TOPICS

- SCRIPT WRITING,
- FILM SCHEDULING
- STORYBOARD WRITING
- STAGE AND PROP DESIGN/CONSTRUCTION
- CINEMATOGRAPHY
- DIRECTING
- SOUND RECORDING AND EDITING
- MAKE-UP AND HAIR STYLING
- STUDIO LIGHTING
- CONTENT CREATION (ONLINE, SOCIAL MEDIA)
- FILM CGI/SFX
- FILM EDITING

ASSESSMENT

Collaborative group work and project based learning approaches will be the basis for assessment.

NOTES

Successful applicants will be required to work in a collaborative setting, while also being capable of working in an individualised role

CREATIVE THINKING - THE ARTS (MUSIC)

BEGINNER CONTEMPORARY MUSIC

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

Contemporary Music is an opportunity for students to learn how to play a musical instrument within a band and ensemble setting. This class mainly functions as a professional rehearsal where students are guided through the process of learning songs to performance standard. By working in bands or groups students are learning teamwork and negotiation skills when selecting appropriate performance repertoire, instant problem-solving when learning songs, integration and collaboration when putting all the parts together, confidence when presenting to an audience and the developing the art of presenting a dynamic and fluent musical production.

TOPICS

Performance – Students participate in a class ensemble on their chosen instrument

Music Industry – Students develop research skills through project-based learning activities

Interactive Theory – Students learn to read and write music and apply their knowledge in a practical setting using keyboards

Music Technology – Students use professional audio equipment and computing software to create electronic music and manipulate sound

ASSESSMENT

60% Skills Presentation

Performance and Ensemble Skill development

Public Performance (Battle of the Bands) once per semester

40% Folio

Music Literacy development

Music History

Music Technology projects

PRE-REQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program.

COST

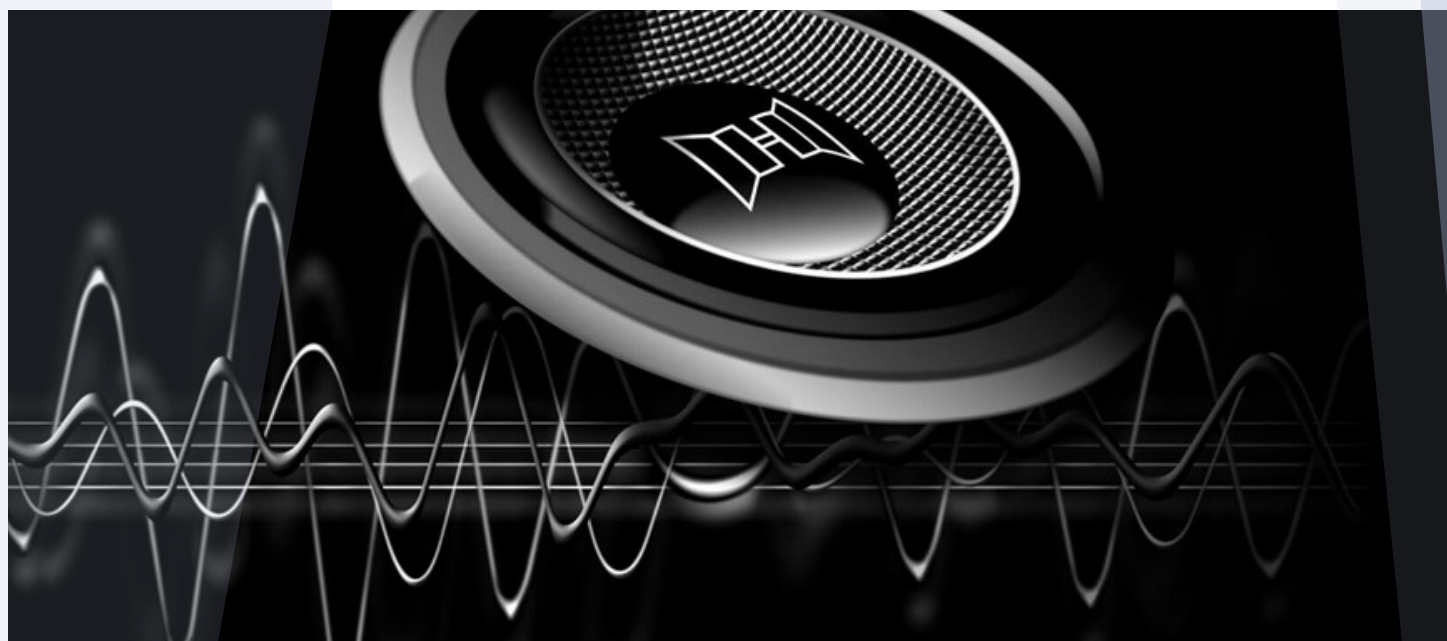
Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument. (ONLY IF REQUIRED)

CREATIVE THINKING - THE ARTS (MUSIC)

INTERMEDIATE CONTEMPORARY MUSIC

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

Contemporary Music is an opportunity for students to learn how to play a musical instrument within a band and ensemble setting. This class mainly functions as a professional rehearsal where students are guided through the process of learning songs to performance standard. By working in bands or groups students are learning teamwork and negotiation skills when selecting appropriate performance repertoire, instant problem-solving when learning songs, integration and collaboration when putting all the parts together, confidence when presenting to an audience and the developing the art of presenting a dynamic and fluent musical production.

TOPICS

Performance – Students participate in a class ensemble on their chosen instrument

Music Industry – Students develop research skills through project-based learning activities

Interactive Theory – Students learn to read and write music and apply their knowledge in a practical setting using keyboards

Music Technology – Students use professional audio equipment and computing software to create electronic music and manipulate sound

ASSESSMENT

Skills Presentation 60%

Performance and Ensemble Skill development

Public Performance (Battle of the Bands) once per semester

Folio 40%

Music Literacy development

Music History

Music Technology projects

PRE-REQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program.

COST

Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument. (ONLY IF REQUIRED)

CREATIVE THINKING - THE ARTS (MUSIC)

ADVANCED CONTEMPORARY MUSIC

VET CERTIFICATE II IN MUSIC INDUSTRY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

VET Certificate II in Music Industry develops student skills and knowledge in music and music-related industries. This course enables participants to gain nationally-recognised credentials as well as 36 SACE credits, and enables students to make a more informed choice of vocation or career pathways and develop skills that will enhance their employability within the Music Industry. The VET course is delivered during school hours as a mainstream subject by music staff.

With additional training and experience, future employability pathways may include professional musician, sound or studio engineer, composer or arranger, sales and merchandising.

VET Music is a competency-based course that assesses students' ability to achieve competency in areas including:

- Performance
- Sound Production
- Working in a Team
- Musical Literacy
- Work Health Safety
- Other Music-related skills

ASSESSMENT

Eight Units of Competency:

- Contribute to health and safety of self and others
- Work effectively with others
- Develop and apply creative arts industry knowledge
- Incorporate technology into music making
- Develop and apply musical ideas and listening skills
- Play or sing simple musical pieces
- Play or sing music from simple written notation
- Perform basic sound editing

RECOMMENDATION

A or B grade in Contemporary Music and/or demonstration of performance and theoretical skills via audition.

PREREQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program. Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument.

NOTES

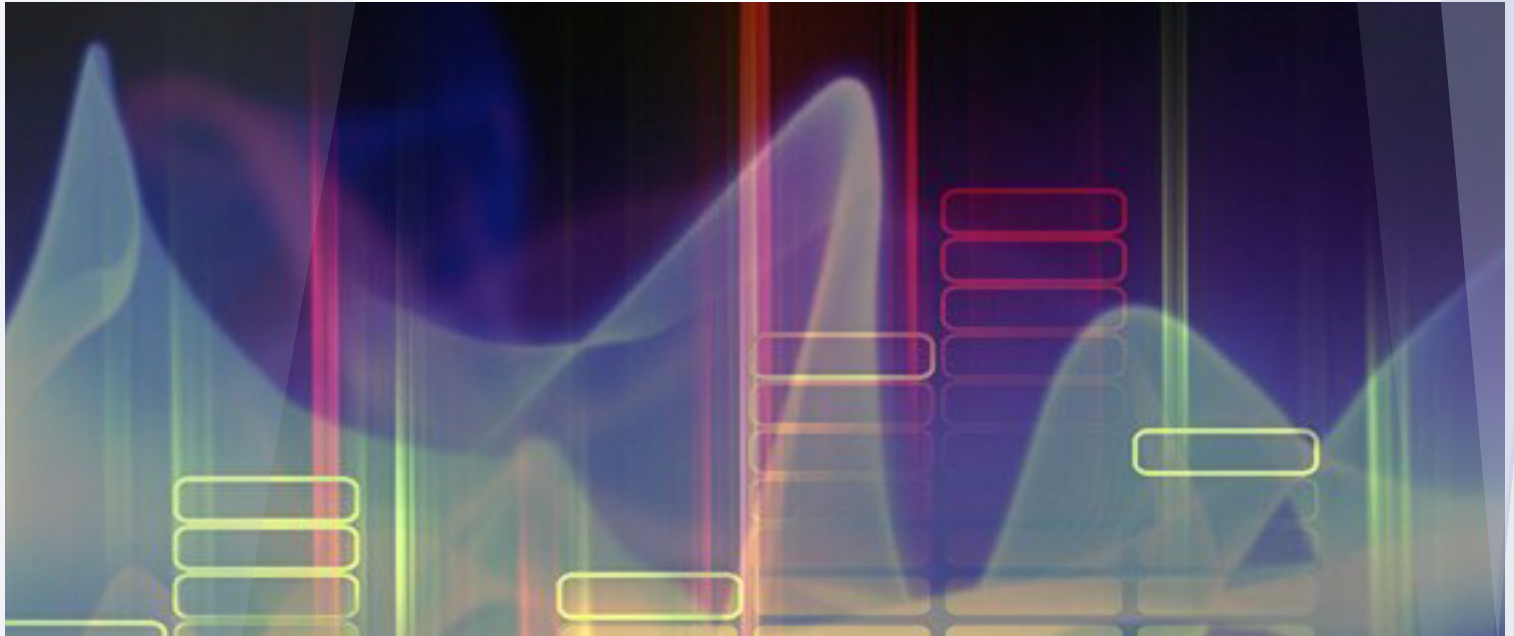
This course is intended as a learning pathway for those wishing to study SACE Stage 1 and Stage 2 Visual Arts, Arts and the Community or Visual Arts: Design.

CREATIVE THINKING - THE ARTS (MUSIC)

SPECIAL INTEREST MUSIC ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTER



DESCRIPTION

Students learn their first study instrument or voice in an individual instrumental lesson. Students then have the opportunity to learn a second study instrument in a group lesson. Students perform as a member in one or more of the Special Music Ensembles and as a Soloist on their first study instrument or voice. Students develop stage presence, learn the art of performing to an audience and develop their skills on their instruments. All SIMC students will develop improvisational skills playing a range of jazz styles throughout the course.

Students will complete theory and aural work for AMEB Musicianship Grades 1-3 standard. Students will study music from a range of music eras and will investigate the historical context and analyse musical works. Students may perform music in this style to gain a further understanding of the context.

ASSESSMENT

Solo Performance Students perform publicly as soloists on their first instrument for specified time requirements.

Jazz Improvisation/Ensemble Performance Students participate in a weekly class band covering a range of jazz styles and learn to improvise. Students attend weekly SIMC ensemble rehearsals for all instruments being studied. Students are assessed on their contribution to the ensemble and performance on their instruments.

Musicianship Students complete AMEB examinations from Grades 1 – 3 to develop theoretical knowledge understanding

Composing and Arranging Students demonstrate knowledge and understanding of music theory through practical applications.

Musical Styles and Analysis Students analyse styles of music and demonstrate an understanding of music history and genres.

PREREQUISITE

Entry into this course is by audition only - selection process applies. Application forms available in the Special Interest Music Centre. All students in this course are required to be studying at least two instruments or voice through the instrumental music program.

COST

If required, hire of an instrument is \$20 per term, per instrument.

CREATIVE THINKING - TECHNOLOGY

SA POWER NETWORKS ACADEMY

DIGITAL TECHNOLOGIES

SUBJECT TYPE: ACADEMY PROGRAM

1 OR 2 SEMESTERS



DESCRIPTION

The SA Power Networks Academy will allow students to connect with industry leaders to explore innovative technologies. The academy will provide students with the opportunity to engage with emerging technologies such as:

- Virtual Reality
- Augmented Reality
- 3D Mapping
- 3D Scanning
- Drones
- Game Development
- Programming.

Students will work on real briefs assigned by SA Power Networks, connect meaningfully with industry experts, experience work and employment opportunities and attend innovative workshops and industry conferences.

Assessment

- Middle School
- Skill Development
- Major Project

FOOD & HOSPITALITY

DESSERT MAKING

SUBJECT TYPE: ELECTIVE
2 SEMESTERS



DESCRIPTION

This subject is designed to suit those students who have an interest in cooking and are keen to develop their practical ability and understanding in a variety of cooking methods. It is assumed that all students who select this course will be willing to participate in all practical activities to the best of their abilities. The Desserts covered in the course will be selected to suit the interests and abilities of the students, but will vary over different styles to allow students to develop a range of skills and abilities.

TOPICS

There will be a variety of different topics which will be covered throughout the semester, which include:

Hot Desserts – A selection of hot desserts such as Puddings, Souffles, Fritters etc.

Cold Desserts – A selection of cold desserts such as Cream desserts, Jellies, Meringues etc.

Frozen Desserts – A selection of frozen desserts such as Ice-cream, Sorbets, Parfaits etc.

Sweet Sauces – A selection of sweet sauces such as Coulis, Anglaise, Cream Sauces etc.

ASSESSMENT

School based assessment

80% Practical

20% Theory

RECOMMENDATIONS

Interest in participating in all practicals not offered in normal Home Economics classes.

Students must be willing to participate in practical cooking lessons. If students are not willing to participate in practical tasks, they will be asked to be re-counselled into a better fitting option.

Students must be willing to complete the theoretical component of the course.

FOOD & HOSPITALITY CHILD STUDIES

SUBJECT TYPE: ELECTIVE
2 SEMESTERS

DESCRIPTION

This course is designed for those interested in Child Development specifically children from pre-natal to 8 years old. Students interested in careers in; primary teaching, child care, nursing, psychology, social services and the health industry would benefit from this course. Students will have a strong voice in choosing the focus areas that they want to explore further relating to child development. Lessons will include practical hands-on activities and opportunities to work with community groups, local primary schools, kindys and child care centres to engage in real-world experiences related to early childhood development.

Students will learn about all aspects of child development; physical, emotional, social and mental through a range of

TOPICS

May include activities such as

- Creating learning activities
- Nutrition
- Importance of play/developing imagination
- Infant & baby care
- Keeping children safe
- Pregnancy and neonatal care
- Supporting children with special needs
- Teaching children to read
- Nature Play
- Designing and making safe toys

ASSESSMENT

Practical	50%
Theory	50%

RECOMMENDATIONS

This course is highly recommended for students considering Child Studies in year 11 and/or 12 to help increase chance of success in senior school. Students interested in careers in childcare, education, social work and health industries are recommended to undertake this course.

FOOD & HOSPITALITY

FARM TO PLATE

SUBJECT TYPE: ELECTIVE

2 SEMESTERS



DESCRIPTION

Farm to Plate focuses on learning about where our food comes from and making home-made products in a sustainable way. Students will explore issues within the food production industry through research and hands on activities. Students will use locally grown produce including fruit, vegetables and herbs grown at school to create homemade versions of commercially produced food items such as; Jams, chutneys, sauces & ice cream and have the opportunity to market and sell them.

TOPICS

Seasonal Produce

ASSESSMENT

Practical (including group work) 60%

Theory (research task, action plans, evaluations) 40%

RECOMMENDATIONS

Suitable for students interested in food, students do not need a high level cooking skills however a keen interest in learning about food and where it comes from is essential. Students that have been involved in a Kitchen Garden in Primary school are well suited to this masterclass.

FOOD & HOSPITALITY

MY RESTAURANT RULES

SUBJECT TYPE: ELECTIVE

2 SEMESTERS



DESCRIPTION

This subject is designed to suit those students who have an interest in the Food and Hospitality and are keen to develop their practical ability and understanding of the hospitality industry. It is assumed that all students who select this course are willing to participate in practical activities to the best of their abilities. The theme covered in the course will be selected to suit the interests and abilities of the students, and different tasks will allow students to develop a range of skills and abilities. The course is designed to provide students with an understanding of how all aspects of a restaurant function together to create a successful business including front and back of house systems. This may include catering and service opportunities.

TOPICS

May include -

Back of house Learning how to work in a commercial kitchen, how to run a successful service period and developing cooking skills.

Front of house Table service skills, attending to patrons, restaurant presentation.

Bar service Learning about soft drinks and espresso coffee service.

Hospitality management Learning how to coordinate a successful restaurant operation.

Cafe management

ASSESSMENT

Practical	70%
Theory	30%

RECOMMENDATIONS

Suitable for students interested in a career in food and hospitality or wanting to understand more about business, front and back of house food service.

LANGUAGES

CHINESE ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

This is a second-language course and is not designed for those students with a background in Chinese. This course takes an intercultural approach to language learning and teaching, where language is taught within cultural contexts. Students are encouraged to use the language in everyday situations. Students become familiar with both the tonal nature of the Chinese language and its romanised form, 'pinyin'. Characters are introduced in a way which makes them accessible to the students and students are expected to incorporate them in their written work

TOPICS

The course explores a range of topics based around the concept of identity, including:

- Self and Family
- Numbers and expressions of time
- People, place and food
- Customs and Legends
- Use of ICT in Chinese Language

ASSESSMENT

10%	Vocabulary tests
30%	Oral comprehension
10%	Interactions with peers and teachers
10%	Participation in classroom routines
20%	Creative writing
10%	Translation
10%	Creation of bilingual resources

RECOMMENDATIONS

Specialist Academy. Selection Process Applies

PREREQUISITE

To be successful in this subject, study of vocabulary is required outside of the classroom.

LANGUAGES

FRENCH ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

Students will study the French language, at beginner's level in semester 1, Semester 2 is advanced level French. They will be exposed to the culture of France - the way of life, the foods and the people. There will be a greater emphasis on learning the language.

TOPICS

Communicating Vocabulary (greetings, numbers, alphabet, etc), sentence structure (verb conjugation).

Understanding French culture (food, history, geography, music, film).

ASSESSMENT

School based Assessment (Australian Curriculum Foundation - Year 4 Achievement Standards),

PIC Positive Approach to Learning

RECOMMENDATIONS

Anyone is welcome to join this class, however, please be aware that the first semester will cover skills already covered in Masterclasses in 2018.

NOTES

Semester 1 Beginners French

Semester 2 Advance French.

LANGUAGES

NEPALI ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS

DESCRIPTION

Australian Curriculum Japanese Years 7 - 10 Sequence

The Japanese Academy is an interactive course designed to help students develop Japanese language skills and their awareness of Japan, its people and their culture.

Students will be encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another, gradually broadening their vocabulary and ability to communicate in Japanese. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities via digital technologies or written exchanges with students in Japan.

All three scripts - hiragana, katakana and kanji - will be introduced with the main emphasis on learning hiragana to read and write words and sentences. Aspects of environment, lifestyle and social practices associated with Japanese culture will be explored, discussed and compared with our way of life.

Students will learn with a variety of resources, including books, audio recordings, songs, flashcards, online resources, advertisements, language games and films.

TOPIC

Topics are based around the theme of 'Identity'

About me	- Likes and dislikes	- Sports and hobbies
Daily routines	- Pop culture	- School life
Food and health	- Celebrations	- My community

ASSESSMENT

Vocabulary Knowledge (10%)	PIC Positive Approach to Learning (10%)
Communication Skills (50%)	Project (30%)

PREREQUISITE

No prior knowledge of the Japanese language required. A willingness to learn an additional language and participate in language-learning activities desirable.

LANGUAGES

TE REO MAORI

SUBJECT TYPE: ELECTIVE



DESCRIPTION

Through learning languages, students acquire:

communication skills in the language being learnt, an intercultural capability, and an understanding of the role of language and culture in communication and a capability for reflection on language use and language learning.

Learning languages:

extends the capability to communicate and extends literacy repertoires

strengthens understanding of the nature of language, of culture, and of the processes of communication

develops intercultural capability

develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

TOPICS

Culture, Language and Art.

Learn about Maori culture, myths and legends and how to speak the language. Learn Kapa haka which is the term for Māori performing arts. Kapa haka is an avenue for Maori people to express and showcase their heritage and cultural Polynesian identity through song and dance. Design a tattoo using Maori symbolism to depict your ancestral heritage.

Additionally, students will have the opportunity to develop a relationship and interact with a sister school in Aotearoa/New Zealand.

ASSESSMENT

Skills and Application Tasks	80%
Community Application task	20%

LANGUAGES

SIGN LANGUAGE

SUBJECT TYPE: ELECTIVE PROGRAM

1 SEMESTER



DESCRIPTION

Australian Curriculum Languages: Auslan

Learners begin their study of Auslan, typically having had little or no prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.

TOPICS

Students will initially use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community.

ASSESSMENT

Skills and Application Tasks	80%
Community Application task	20%

LANGUAGES

LEARN A LANGUAGE

SUBJECT TYPE: ELECTIVE PROGRAM

PAGE CREDITS: 20

YRS 8, 9 & 10

1 SEMESTER



DESCRIPTION

Students will have the opportunity to learn a language of their choice through the program DUOLINGO. Students will work through modules, starting with the basics, moving right through the advance content. Throughout the course, students will engage in the culture of their chosen language, including cooking traditional dishes, looking at international music, art, holiday planning, government issues etc.

TOPICS

Learning the language

International food, music, art, holiday planning, government issues.

ASSESSMENT

50%	Learning the Language: Participation and completion of modules
10%	International food task
10%	International music task
10%	International art task
10%	International holiday planning task
10%	International government issue task

RECOMMENDATIONS

Students must have a passion and commitment to learning and practicing the language in order to develop their skills.

NOTES

Students must have their own laptop and headphones/earphones in order to complete the online modules through the program DuoLingo.

PERSONAL DEVELOPMENT

AFL ACADEMY

SUBJECT TYPE: ACADEMY

2 SEMESTERS



DESCRIPTION

Students who select to be a part of the AFL Academy will need to demonstrate a passion for the game of AFL. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills. It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of AFL.

TOPICS

Practical 70%

Skill development (Kicking, Handballing, Marking, Etc)

Tactical development

AFL Fitness Testing/Conditioning

Theory 30%

Game and Skill Analysis

Fitness/Conditioning Analysis and Program Development

Nutrition

ASSESSMENT

Practical Skills Assessment (skills checklist)

Practical Skills Assessment (match development -skill and tactical application)

Fitness/Conditioning Testing and Program Development

Game Analysis (individual reflections, tactical application, skill analysis, AFL/SANFL game analysis)

Nutrition

RECOMMENDATIONS

Students should be competent in the skills of AFL or be willing to develop their practical skills through practical and theory lessons.

COST

TBA (excursions to other facilities and organisations depending on availability may require cost of transport to be covered by students)

PERSONAL DEVELOPMENT BASKETBALL ACADEMY

SUBJECT TYPE: ACADEMY

2 SEMESTERS



DESCRIPTION

Students who select to be a part of the Basketball Academy will need to demonstrate a passion for the game of Basketball. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills. It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the basketball.

TOPICS

Practical 70%

Skill development (Dribbling, Passing, Shooting, Etc)

Tactical development

Basketball Fitness

Basketball Umpring

Theory 30%

Skill Analysis (Use of video and media to analyse individual techniques)

Game Analysis (Reflections on game performance and tactics)

ASSESSMENT

Practical Skills Assessment (skills checklist)

Practical Skills Assessment (match development -skill and tactical application)

Skill Analysis (reflection on technique and statistical improvement)

Game Analysis (reflection on participation, tactical application and game skills)

RECOMMENDATIONS

Students should be competent in the skills of basketball or be willing to develop their practical skills through practical and theory lessons.

COST

Excursions to other facilities and organisations may require cost of transport to be covered by students. covered by students)

PERSONAL DEVELOPMENT

NETBALL ACADEMY

SUBJECT TYPE: ACADEMY
2 SEMESTERS

DESCRIPTION

Students selected to be a part of the Netball Academy will need to demonstrate a passion for the game of Netball. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. Throughout the year students will cover many topics including skills and tactical development, Netball specific fitness and Netball game management (scoring, umpiring, etc.). It will be assumed that all applicants will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. Students part of the netball academy will have the opportunity to be selected for the CDNC/PIC development program.

TOPICS

School-based Assessment

Practical 80%

Skill based assessment

Theory 20%

Fitness components & training principles

Famous Netballer research poster

ASSESSMENT

Practical Skills Assessment (skills checklist)

Practical Skills Assessment (match development -skill and tactical application)

Skill Analysis (reflection on technique and tactics)

Netball theory (Written assessment on knowledge and application of basic fitness components and training principles).

RECOMMENDATIONS

Students should be competent in the skills of Netball. Highly desirable that students participate regularly at club/social level.

Students must be willing to complete both theory and practical based assignments. Students will be encouraged to take part in netball carnivals, knockout netball or weekly sport.

COST

Excursions to other facilities and organisations may require cost of transport to be covered by students.

NOTES

The intention by the school is to link successful applicants with the Central District Netball Club and have the opportunity to work with professional netballers and coaches from Netball SA. Our aim is for students to participate in specialist coaching sessions and have the opportunity to complete umpiring courses. Students will also investigate potential pathways for competitive netball and careers in netball.

PERSONAL DEVELOPMENT

SOCCER ACADEMY

SUBJECT TYPE: ACADEMY

2 SEMESTERS



DESCRIPTION

Students who select to be a part of the Soccer Academy will need to demonstrate a passion for the game of soccer. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills. It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of soccer.

TOPICS

Practical 70%

Skill development (Dribbling, Passing, Receiving, Shooting, Etc)

Tactical development

Soccer Fitness Testing/Conditioning

Theory 30%

Game and Skill Analysis

Fitness/Conditioning Analysis and Program Development

Nutrition

ASSESSMENT

Practical Skills Assessment (skills checklist)

Practical Skills Assessment (match development -skill and tactical application)

Fitness/Conditioning Testing and Program Development

Game Analysis (individual reflections, tactical application, skill analysis, player/team analysis)

Nutrition

RECOMMENDATIONS

Students should be competent in the skills of soccer or be willing to develop their practical skills through practical and theory lessons.

COST

Excursions to other facilities and organisations may require cost of transport to be covered by students.

PERSONAL DEVELOPMENT

GIRLS SOCCER ACADEMY

SUBJECT TYPE: ACADEMY
2 SEMESTERS



DESCRIPTION

This soccer academy is a program set up to focus specifically on the development of girls soccer in the school, and will hopefully encourage more girls to take part in soccer and have increased participation and skill levels.. Students who select to be a part of the Soccer Academy will need to demonstrate a passion for the game of soccer. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills. It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of soccer.

TOPICS

Practical 70%

Skill development (Dribbling, Passing, Receiving, Shooting, Etc)
Tactical development

Soccer Fitness Testing/Conditioning

Theory 30%

Game and Skill Analysis
Fitness/Conditioning Analysis and Program Development
Nutrition

ASSESSMENT

Practical Skills Assessment (skills checklist)
Practical Skills Assessment (match development -skill and tactical application)
Fitness/Conditioning Testing and Program Development
Game Analysis (individual reflections, tactical application, skill analysis, player/team analysis)
Nutrition

RECOMMENDATIONS

Students should be competent in the skills of soccer or be willing to develop their practical skills through practical and theory lessons.

COST

Excursions to other facilities and organisations may require cost of transport to be covered by students.

PROJECT BASED LEARNING

SUBJECT TYPE: ELECTIVE

DESCRIPTION

Project based learning is a teaching methodology based on having students engage with real world issues and problems, that they find meaningful and relevant within their own context and community. Students determine how to address these issues and then work collaboratively to create solutions or present anything that has been made as a part of the project. Where possible, students will be linked with local industry, to produce work for a real audience.

ASSESSMENT

The design of teaching and learning programs, including assessment of those programs, will be designed by the teacher/s in charge and the students that select the task. Presenting work and findings at the schools learning exhibition will be a part of this.

RECOMMENDATIONS

This course is aimed at student who like working collaboratively with peers and the wider community.

SCIENCE AGRICULTURE

SUBJECT TYPE: CORE

1 SEMESTER

DESCRIPTION

This course will enable students to handle and care for various animal and plant enterprises such as field crops, pastures, cattle, poultry, goats and sheep. Students will be a part of the Cows Create Careers Competition where they will learn to rear two dairy calves. This subject will examine the structure and function of plant and animal systems which are essential to maximize production. Students will develop specific practical skills and carry out field experiments as part of their assessment. An emphasis will be placed on research skills, knowledge and problem solving. Students will be expected to work safely and responsibly when involved in practical agricultural projects and tasks.

TOPICS

Student Directed Project based Learning

ASSESSMENT

School-based Assessment

20% Rich Tasks

80% Skills and Applications Tasks

RECOMMENDATION

This does NOT replace compulsory Middle School Science

COST

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

SCIENCE

ANIMAL ELECTIVE

SUBJECT TYPE: CORE

1 / 2 SEMESTERS



DESCRIPTION

Learn about animals - Hands on. If you are passionate about animals or the environment then this is the course for you. Animal Elective 1 is the start of your learning pathway and can help you develop your literacy, numeracy and science skills.

Term 1 Students will learn about the evolution and classification of animals and will participate in an animal handling workshop. They will learn about how to clean, feed and handle all species in the animal centre and will be required to run the animal centre for the entire course.

Term 2 The students will become experts in a specific field and share their knowledge with a local primary school or #nursing home. They will be required to plan and implement an investigation or project on an animal or biological area of their choice.

Term 3 Students will learn about the biology and chemistry of animals. monitoring, studying and comparing a variety of species. The students will be required to attend the Royal Adelaide show and demonstrate their learning.

Term 4 Students will focus on sustainability and conservation. The students will learn about how the introduction of invasive species, urban development, pollution and climate change etc. have impacted native species in Australia. The students will be required to plan and run a fundraiser to support an animal/conservation charity of their choice.

ASSESSMENT

School-based Assessment

20% Rich Tasks

80% Skills and Applications Tasks

RECOMMENDATION

This does NOT replace compulsory Middle School Science

COST

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

SCIENCE

CRIME SCENE INVESTIGATION

SUBJECT TYPE: CORE

1 SEMESTER



DESCRIPTION

Forensic science is the application of science to criminal and civil laws, mainly—on the criminal side—during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure. Forensic scientists collect, preserve, and analyse scientific evidence during the course of an investigation. While some forensic scientists travel to the scene of the crime to collect the evidence themselves, others occupy a laboratory role, performing analysis on objects brought to them by other individuals. In addition to their laboratory role, forensic scientists testify as expert witnesses in both criminal and civil cases and can work for either the prosecution or the defense. While any field could technically be forensic, certain sections have developed over time to encompass the majority of forensically related cases.

- Blood
- Chromatography
- Crashes
- DNA
- Fingerprints
- Fire
- Hair
- Glass

ASSESSMENT

School-based Assessment

20% Rich Tasks

80% Skills and Applications Tasks

RECOMMENDATION

This does NOT replace compulsory Middle School Science

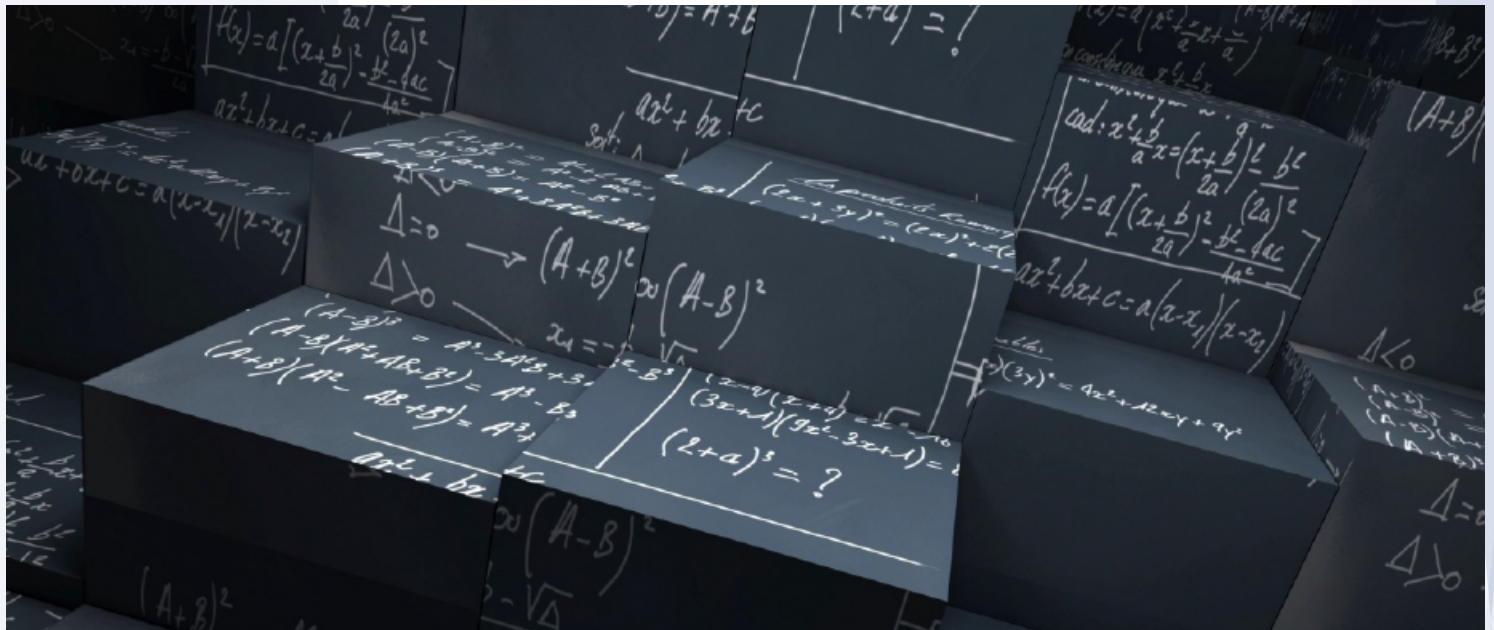
COST

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

SCIENCE INTENSIVE MATHS

SUBJECT TYPE: CORE

1 SEMESTER



DESCRIPTION

Intensive, small group tutorial class for students who are struggling with Numeracy.

TOPICS

Students will be assessed against their personal growth using an individual education plan.

RECOMMENDATION

Students who are at or below the National Numeracy Benchmark as diagnosed by their NAPLAN or PatM test scores.

SCIENCE SPORTS SCIENCE

SUBJECT TYPE: CORE

1 SEMESTER



DESCRIPTION

Sports science (also sports and exercise science, sports medicine or exercise physiology) is a discipline that studies how the healthy human body works during exercise, and how sport and physical activity promote health and performance from cellular to whole body perspectives.

TOPICS

Science of Sport and Sport Achievement, equipment design, ball movement, biomechanics, diet, fitness, sports statistics

ASSESSMENT

School-based Assessment

20% Rich Tasks

80% Skills and Applications Tasks

NOTES

This does NOT replace compulsory Middle School Science

COST

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

STEM STEM ACADEMY

SUBJECT TYPE: CORE

1 SEMESTER



DESCRIPTION

The STEM academy is an extension of the work being done in the redevelopment of the Mathematics and Science Curriculum. The Academy has been designed for a vertical group (Years 8 – 10, mixed gender) students who have shown an interest in STEM careers. The learning dispositions (resilience, resourcefulness, reflectiveness and reciprocity) have formed the basis for planning for the academy; the students are expected to be self-directed learners who will choose a project/topic/big question and research/build/experiment to find a solution to the problem.

TOPICS

Student Directed Project based Learning in STEM

ASSESSMENT

School-based Assessment

20% Rich Tasks

80% Skills and Applications Tasks

RECOMMENDATION

This does NOT replace compulsory Middle School Science.

COST

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

STUDENT LEADERSHIP

STUDENT LEADERSHIP

SUBJECT TYPE: ELECTIVE

PACE CREDITS: 20

DESCRIPTION

Student Leadership is open to all students who have an interest in developing their leadership skills and putting those skills into practice here at PIC and in our local community. Lessons will be broken up into activities designed to strengthen and develop leadership skills and also the planning and facilitating of events and initiatives in the school. This will include assisting with open days, transition days, house events, school mentor evenings and fundraisers. Students will elect to work in a sub-committee area and will also have the opportunity to attend external student leadership conferences..

TOPICS

Leadership development
School Pride
Areas of Change
Planning and Reflection

ASSESSMENT

40%	Folio
30%	Practical Tasks
30%	Journal

RECOMMENDATIONS

You must be willing to assist in school events that at times can occur outside of school hours.

LANGUAGES

JAPANESE ACADEMY

SUBJECT TYPE: ACADEMY PROGRAM

2 SEMESTERS



DESCRIPTION

Australian Curriculum Japanese Years 7 - 10 Sequence

The Japanese Academy is an interactive course designed to help students develop Japanese language skills and their awareness of Japan, its people and their culture.

Students will be encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another, gradually broadening their vocabulary and ability to communicate in Japanese. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities via digital technologies or written exchanges with students in Japan.

All three scripts - hiragana, katakana and kanji - will be introduced with the main emphasis on learning hiragana to read and write words and sentences. Aspects of environment, lifestyle and social practices associated with Japanese culture will be explored, discussed and compared with our way of life.

Students will learn with a variety of resources, including books, audio recordings, songs, flashcards, online resources, advertisements, language games and films.

TOPICS

Topics are based around the theme of 'Identity':

About me	- Likes and dislikes	- Sports and hobbies
Daily routines	- Pop culture	- School life
Food and health	- Celebrations	- My community

ASSESSMENT

Vocabulary Knowledge (10%)	PIC Positive Approach to Learning (10%)
Communication Skills (50%)	Project (30%)

PREREQUISITE

No prior knowledge of the Japanese language required. A willingness to learn an additional language and participate in language-learning activities desirable.