



2020

COURSE DESCRIPTORS

JUNIOR SECONDARY



Government of South Australia
Department for Education



Junior Secondary

Overview

COMPULSORY

Communications	2 Semesters
Creative Thinking <i>Technology</i>	1 Semester
Global Studies	1 Semester
Numeracy	2 Semesters
Personal Learning	2 Semesters
Science & STEM	2 Semesters

COMPULSORY CHOICES 1 Semester

Creative Thinking <i>The Arts</i>	Choose 1
Food and Hospitality	Choose 1
Personal Development	Choose 1

CHOICE 1 or 2 Semesters

Junior Secondary

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Junior Secondary Communications

Communications

Subject Length 2 Semesters

DESCRIPTION

In Junior Secondary Communications, students will have the opportunity to extend their foundational skills in regards to sentence structure, paragraphing, spelling, grammar and punctuation. There is also a strong focus on reading and the levels of comprehension (basic recall to inferencing). To engage the students there will be a variety of text-types used including: film, novels, short stories, poetry and media texts, all relating to student interest and relevance. Students will begin to build their foundational skills in regards to responding to texts and in text production, all in preparation for Middle Secondary Communications.

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Each student will be streamed according to achievement levels based on previous performance, diagnostic testing and grades.

Art Academy

Subject Length 2 Semesters

DESCRIPTION

If you are passionate about Visual Arts and are considering art as a career pathway, then Art Academy would be highly beneficial. Selection of this course requires an application and selection process and should be undertaken alongside another arts course.

Using the industry guest presenters and industry relevant knowledge, students will learn about different art forms, materials, techniques and processes such as conceptualising, refining, creating, displaying and exhibiting art. Students will produce practical artwork and process folios, culminating in a class exhibition using professional standard.

TOPICS

- Drawing
- Printmaking
- Digital Art
- Painting
- Mixed Media

ASSESSMENT

- Folio
- Practical Art
- Practitioner Statement
- Visual Study (Inquiry)

RECOMMENDATIONS

None

PRE-REQUISITE

To select this course you need to submit an application consisting of a practical artwork and a written statement about your interest in art (statement should be approximately 1 paragraph long or 100 words or less).

NOTES

To participate in this course, you must select it as a second Art preference and submit an application to any Visual Art teacher. This course is aimed to accelerated students towards Stage 1 & Stage 2 SACE Visual Arts and an arts focused career.

Junior Secondary Creative Thinking *The Arts*

Dance

Subject Length 1 or 2 Semesters

DESCRIPTION

This dance class is designed to teach the basic skills of dance to beginners with a passion for dance. There is a strong emphasis on developing skills in collaboration, growth mindset and perseverance. The course aims to develop student alignment, posture, strength, control, coordination, rhythm, dynamics and spatial awareness. Students will learn a variety of short dance exercises that are rehearsed, refined and performed. The students will also be exposed to a variety of genres including hip hop, funk, jazz and contemporary. Each class will collaborate to develop a class dance that will be performed. Students will be given the opportunity to devise their own choreography in small groups to contribute to the piece. At the end of the semester, students will have the opportunity to perform their pieces at a dance night where friends and family can view student growth. Theory work explores terminology and the elements of dance. Students will also write a reflection analysing their growth over the semester.

ASSESSMENT

Students will be assessed across these four components:

- Technique
- Composition
- Performance
- Theory

RECOMMENDATIONS

Passion for dance.

PRE-REQUISITE

None

NOTE

Advanced students can negotiate moving straight into Middle Secondary Dance.

Digital Art

Subject Length 1 Semester

DESCRIPTION

Students will participate in a wide variety of computer aided Design and Art. Students will learn industry standard software such as Adobe Photoshop as well as how to mix digital media with more traditional forms of art. This involves such units as Digital Painting and Photo Manipulation. Students will reflect on and evaluate their own artwork as well as that of known digital artists to better understand the mediums and software used.

ASSESSMENT

- Product
- Skill Folio
- Inquiry

RECOMMENDATIONS

An interest in Digital Art.

PRE-REQUISITE

None

NOTES

NOTES

Students must complete one of the following Creative Thinking *The Arts* subjects:

- Digital Art
- Visual Art

This course is intended to lead into Middle School Digital Art and towards SACE Creative Arts: Digital Arts Focus.

Game Art Academy

Subject Length 2 Semesters

DESCRIPTION

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)

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ASSESSMENT

Assessment consists of 2 task types:

- Products – Artwork
- Folio – Skill development and artist investigations

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Digital Arts Focus courses as well as 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.

Theatre Academy

Subject Length 2 Semesters

DESCRIPTION

Playford on Stage provides a platform for young excited actors, performances, backstage 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 the opportunity to perform and work in the newly built 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
- Stagecraft
- Collaboration and Teamwork
- Drama Literacy and Numeracy

ASSESSMENT

Practical

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

Theory

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

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.

PRE-REQUISITE

None

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.

Visual Art

Subject Length 1 Semester

DESCRIPTION

Throughout the semester students will explore and experiment with a range of materials and mediums to expand their knowledge across the visual arts industry. Students will be encouraged to improve and develop their artistic skills in areas such as drawing, painting, printmaking, sculpture and mixed media construction. Students will also be encouraged to conduct a study into an artist or an art style. This course is aimed at students who are interested in Visual Art as a career and leads to Middle School Visual Art in the learning pathway.

ASSESSMENT

- Practical
- Practitioner's Statement (reflection on practical artwork)
- Folio (exploration for practical artwork)
- Visual Study (in-depth visual research based on an art style or artist)

RECOMMENDATIONS

A passion for Visual Art.

PRE-REQUISITE

None

NOTES

Students must complete one of the following Creative Thinking *The Arts* subjects:

- Digital Art
- Visual Art

Foundation Technologies

Subject Length 1 Semester

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Woodwork (CNC routing, Construction, Outdoor Construction)
- Metalwork (Jewellery Making, Engineering)
- Advanced Technologies (Robotics, IT, 3D printing)
- Photography

ASSESSMENT

To be successful in this course student must achieve a C+ in at least two modules.

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

SA Power Networks Academy

Subject Length 1 Semester

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:

- 3D Design
- Programming
- Cyber Security
- Digital Citizenship
- Virtual & Augmented Reality
- 3D Mapping
- Game Development

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

ASSESSMENT

Middle School Skill Development Major Project.

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Culinary Academy

Subject Length 2 Semesters

DESCRIPTION

The focus of the course is on learning specific techniques and skills necessary for cooking in a commercial setting. Students will learn basic techniques to then work towards mastering more complex culinary techniques similar to those taught in a vocational setting. This may include making basic sauces and condiments such as pesto, mayonnaise or chocolate ganache through to Hollandaise sauce and raspberry coulis.

Collaborative and individual work will feature throughout the course. Assessment will include practical and theory tests.

NOTES

None

ASSESSMENT

School-Based Assessment

80% Practical
20% Theoretical

RECOMMENDATIONS

- Previous experience in Home Economics practical cooking lessons is preferable.
- Must be prepared to wear appropriate clothing and footwear for kitchen settings.
- Ideal for students who are looking to work in the Food and Hospitality industry.

PRE-REQUISITE

None

Junior Secondary Food and Hospitality

Farm to Plate

Subject Length 1 Semester

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 and topics within the food production industry through research and hands on activities. This course will cross over and complement learning in Agriculture and is a great choice for students that have been involved in a Kitchen Garden program in primary school.

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 & baked items and have the opportunity to market and sell them.

TOPICS

Seasonal Produce, Zero waste cooking, Jams & sauces, Cooking with Dairy.

ASSESSMENT

School-Based Assessment

80% Practical
20% Theoretical

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 course.

PRE-REQUISITE

None

NOTES

None

Food & Nutrition

Subject Length 1 Semester

DESCRIPTION

Junior school subject aimed at students understanding the fundamental basics of cooking for health and working in a kitchen environment. Students will learn about the importance of nutritional foods and how to create delicious, healthy meals and snacks.

TOPICS

Cooking and eating for health, dietary recommendations, healthy alternatives, and diet related diseases.

ASSESSMENT

School-Based Assessment

80% Practical
20% Theoretical

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Students must complete one of the following Food and Hospitality subjects:

- Food & Nutrition
- International Foods
- Introduction to Cooking

International Foods

Subject Length 1 Semester

DESCRIPTION

Chinese stir fries, French Pastries, Indian curries, Italian Pizzas, Australians enjoy a wide range of foods everyday, this course allows you to explore a range of cuisines in depth through food.

You will be introduced to unusual and foreign ingredients, learn about where they come from and how to cook them.

TOPICS

Topics covered will be determined through student interest and may include the following:

- Iconic/signature dishes of different countries
- Unusual & weird ingredients
- Asian fusion
- French desserts

ASSESSMENT

School-Based Assessment

80% Practical
20% Theoretical

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Students must complete one of the following Food and Hospitality subjects:

- Food & Nutrition
- International Foods
- Introduction to Cooking

Introduction to Cooking

Subject Length 1 Semester

DESCRIPTION

Junior school subject aimed at students understanding the fundamental basics of cooking and working in a kitchen. The focus is on developing practical skills through exposure to a range of cooking methods. Ideal for students that want to learn how to cook and be self sufficient in a kitchen.

TOPICS

Knife skills, food safety and hygiene, recipe analysis, food ordering, and different methods of cookery.

ASSESSMENT

School-Based Assessment

80% Practical
20% Theoretical

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Students must complete one of the following Food and Hospitality subjects:

- Food & Nutrition
- International Foods
- Introduction to Cooking

Junior Secondary Global Studies

Global Studies

Subject Length 1 Semesters

DESCRIPTION

Get a crash course and gain a taste for how big, old and amazing the world is. Appreciate the nuts and bolts of human history, and learn how to create and decipher maps. Delve into different kinds of artifacts and conduct your own research into a topic of your choice. Construct a visual display or take action for a cause on your heart. Explore the Adelaide Museum and go geocaching and orienteering at Belair National Park.

Possible themes include:

- Natural Disasters
- Water
- Megacities
- World Travel
- Landscapes & Landforms
- Vikings
- The Black Death
- Changing Nations

ASSESSMENT

20% Timeline
20% Mapping
20% Source Analysis
20% Research
20% Action or Artefact

RECOMMENDATIONS

Inquiring Mind

PRE-REQUISITE

Functioning device (laptop) to work on.

NOTES

Excursions will incur a small fee.

Junior Secondary Languages

Chinese Academy

Subject Length 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.

PRE-REQUISITE

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

NOTES

None

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.

Junior Secondary Languages

English as an Additional Language

Subject Length 2 Semesters

DESCRIPTION

Students engage with the Australian English curriculum with a focus on literacy. They continue to develop and improve their spoken, written and social interaction skills in order to engage effectively with the curriculum and interact with their peers. In this subject students will work with a variety of texts. They will listen to, read, view, interpret and evaluate spoken, written, oral and multi-modal texts. These include media texts such as newspapers, magazines and digital texts, novels, non-fiction texts and poetry, covering a range of perspectives and cultures.

RECOMMENDATIONS

This course is designed for students for whom English is an additional language. EAL/D students will be automatically be enrolled in this course.

PRE-REQUISITE

None

NOTES

None

TOPICS

Semester 1

- 10% Spelling
- 10% Vocabulary and Structure
- 30% Reading Comprehension
- 40% Recount
- 10% Classroom Interaction

Semester 2

- 10% Spelling
- 10% Vocabulary and Structure
- 30% Role Play
- 40% Creative Writing
- 10% Classroom Interaction

ASSESSMENT

Students are assessed according to the Achievements Standards of the Australian Curriculum for English.

Junior Secondary Languages

French Academy

Subject Length 2 Semesters

DESCRIPTION

Students will study the French language, at continuers level in semester 1, advancing in Semester 2. 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), paragraph and story writing. Understanding: French culture (food, history, geography, music, film, poetry, literature).

ASSESSMENT

N/A

RECOMMENDATIONS

Any Middle Secondary student is welcome to join this class, however, please be aware that this is a continuers course and is a year long course.

PRE-REQUISITE

Introduction to French (French Elective).

NOTES

List any extra information or costs associated with course.

Junior Secondary Languages

Introduction to French

Subject Length 1 Semester

DESCRIPTION

Students will study the French language, at beginner's level in semester 1. They will be exposed to the culture of France - the way of life, the foods and the people. There will be emphasis on learning the basics of the language. Topics: Communicating: Vocabulary (greetings, numbers, alphabet, etc), sentence structure (verb conjugation). Understanding: French culture (food, history, geography, music, film).

ASSESSMENT

N/A

RECOMMENDATIONS

Any Junior Secondary student is welcome to join this class, however, please be aware that this is an introductory course and content will be repeated in Semester 2. Students cannot enroll in both semesters.

PRE-REQUISITE

None

NOTES

None

Junior Secondary Languages

Introduction to Japanese

Subject Length 1 Semester

DESCRIPTION

This course offers an introduction to Japanese language and culture. You will practice all four communication skills: reading, writing, listening and speaking.

The course is highly interactive and you can expect to learn Japanese through games, songs, online media, role plays as well as a visit from a guest speaker. In class, you will collaborate with others, participate in an inquiry project and be encouraged to speak in Japanese.

By the end of the course, you should be able to

- Greet someone in Japanese
- Count 1 - 100 in Japanese
- Recognise some hiragana (Japanese script)
- Give a simple self introduction in Japanese
- Talk about your likes and dislikes in Japanese
- Describe a significant Japanese cultural event / object / belief in English

The course includes an incursion where you will learn traditional Japanese arts: shodo (calligraphy) and origami (paper folding).

ASSESSMENT

N/A

RECOMMENDATIONS

Any Junior Secondary student is welcome to join this class.

PRE-REQUISITE

None

NOTES

The incursion will require a co-payment of \$3.00 per student.

Introduction to Language

Subject Length

1 Semester

DESCRIPTION

This course provides learners with the experience of learning languages in an enriching environment whereby students will be engaged with activities that are designed to stimulate second language acquisition. Each student will sign-up to a Duolingo (<https://www.duolingo.com/>) account and begin participating in linguistic activities which activate encode, storage, retrieval learning which is paramount to second language acquisition. Participating in Duolingo will aid in allowing the students the opportunity to understand the complexities as well as enjoyment afforded to second language acquisition. By participating in Duolingo, students are required to select a language which they will be learning under focus. Through this event they will gain a metalinguistic awareness of both their first language, and that of the "target language". This course will differentiate where and when possible to allow for maximum cooperation. The course is incentivised with rewards-based motivation in the form of points (a feature of the Duolingo software).

TOPICS

- Language, i.e. second language acquisition, orthography, phonetics, macro-skills, grammar and vocabulary
- Culture - a look at cultural influence on languages.

ASSESSMENT

- Duolingo has an in-built assessment feature in that it can track progress (formative).
- In-class participation, exit-survey styled personal account of the elective.
- A poster designed to promote the learning of your chosen language to other students.

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Junior Secondary Languages

Nepali Academy

Subject Length 2 Semesters

DESCRIPTION

Students continue to develop their skills in reading, writing, listening and speaking Nepali. This subject is also available to students who have not previously had any experience or knowledge of the Nepali language.

TOPICS

- Meeting people - greetings, daily expressions and introductions
- Me and my family - speaking about family, friendships and the changing role of the family
- Food and Drink - in association with seasons and festivals
- Housing
- The Nepali -speaking community - values, clothing, daily routines
- Cultural customs and traditions

ASSESSMENT

Assessment will be based around a number of written and oral tasks which will be devised to indicate progress towards the required outcomes.

RECOMMENDATIONS

Specialist Academy. Selection Process Applies.

PRE-REQUISITE

This subject is for native speakers of Nepali

NOTES

Lessons will be held every Monday from 3:15 – 6:15 pm

Junior Secondary Languages

Sign Language

Subject Length 1 Semester

DESCRIPTION

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

80% Skills and Application Tasks
20% Community Application task

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Junior Secondary Languages

Te Reo Maori

Subject Length 1 Semester

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

80% Skills and Application Tasks
20% Community Application task

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Junior Secondary Music

Contemporary Music *Beginner*

Subject Length

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

RECOMMENDATIONS

None

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)

Junior Secondary Music

Special Interest Music *Beginner***Subject Length** 2 Semesters**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 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 the fundamentals of blues music 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 Grade 1 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.

RECOMMENDATIONS

None

PRE-REQUISITE

Entry into this course is by audition only - selection process applies. Application forms are 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.

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

NOTES

None

Junior Secondary Numeracy

Mathematics

Subject Length 2 Semesters

DESCRIPTION

Students will participate in a variety of activities to develop understanding about a range of mathematical concepts.

At Playford International College we use an online learning platform - Maths Pathway. This program will allow all students to experience personalised learning, receive regular feedback, work collaboratively in investigations and rich tasks and receive one-to-one assistance from multiple support people.

ASSESSMENT

80% Maths Pathway
20% Projector

RECOMMENDATIONSS

None

PRE-REQUISITE

None

NOTES

Laptop is required for every lesson

Active Lifestyles

Subject Length 1 Semester

DESCRIPTION

Active Lifestyles is an opportunity for students to participate in physical activity in a non-competitive environment. The focus is to educate students on how to make the most of each day to enhance health in multiple areas including mental, emotional, social and physical. Active Lifestyles gives students the opportunity to analyse their own health, specifically surrounding areas such as health and wellbeing, healthy eating, exercise and lifestyle choices.

Within practical lessons, students are given the opportunity to participate in activities that are more associated with health and fitness as opposed to playing sports, examples being boxing, yoga, pilates, exercise circuits, fitness classes, modified sports and martial arts. Students will be able to apply newly learned capabilities, from theory and practical lessons, to their own lives and receive the benefits of a healthy, balanced and active lifestyle.

ASSESSMENT

N/A

RECOMMENDATIONS

Select Active Lifestyles if you want to be active in a non-competitive environment.

PRE-REQUISITE

None

NOTES

Students must complete one of the following Personal Development subjects:

- Active Lifestyles
- Healthy Habits
- Sporting Pathways

Students must be willing to participate in practical activities to be successful in Active Lifestyles.

AFL Academy

Subject Length 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 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.

NOTES

None

ASSESSMENT

70% Practical

- Skill development (Kicking, Handballing, Marking, Etc)
- Tactical development
- AFL Fitness Testing/Conditioning

30% Theory

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

RECOMMENDATIONS

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

PRE-REQUISITE

None

Basketball Academy

Subject Length 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 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.

ASSESSMENT

70% Practical

- Skill development (Dribbling, Passing, Shooting, Etc)
- Tactical development
- Basketball Fitness
- Basketball Umpiring

30% Theory

- Skill Analysis (Use of video and media to analyse individual techniques)
- Game Analysis (Reflections on game performance and tactics)

RECOMMENDATIONS

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

PRE-REQUISITE

None

NOTES

None

Junior Secondary Personal Development

Elective Sports

Subject Length 1 Semester

DESCRIPTION

This subject is designed to suit those students who have an interest in P.E. and are keen to develop their practical ability and understanding in a variety of sports. The course is designed to benefit those who are keen to pursue P.E. and Sports Studies in year 11 and 12. It is assumed that all students who select this course are willing to participate in practical activities to the best of their abilities. The sports 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.

PRE-REQUISITE

None

NOTES

None

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The topics and sports covered during the semester will change depending on the interests and abilities of the students in the class, however each topic/sport will develop and assess skill execution, initiation of tactics, collaboration and teamwork, and understanding of rules and officiating. Students will need to demonstrate their understanding of the rules in different sports by playing by the rules and respecting decisions. Students will also develop their ability to officiate games to develop their knowledge of the rules and their communication skills.

ASSESSMENT

N/A

RECOMMENDATIONS

For students who intend to enroll in Stage 1 Physical Education and Stage 2 Sports Studies in the future.

Healthy Habits

Subject Length 1 Semester

DESCRIPTION

Healthy habits provides opportunity for students to develop their knowledge and understanding surrounding aspects of their own and others' personal health.

Students investigate topics such as health and wellbeing, lifestyle diseases, healthy eating and mental health. Students will be involved in minimal practical lessons, where assessment focus will be based around participation and engagement, as opposed to performance and technique.

Students will demonstrate their knowledge through group presentations, issues responses, investigations and discussions.

ASSESSMENT

N/A

RECOMMENDATIONS

For students who do not want to participate in practical activities.

PRE-REQUISITE

None

NOTES

Students must complete one of the following Personal Development subjects:

- Active Lifestyles
- Healthy Habits
- Sporting Pathways

Students will not participate in practical physical activity they may participate in practical activities associated with health eg: first aid.

Junior Secondary Personal Development

Netball Academy

Subject Length

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

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.

PRE-REQUISITE

None

NOTES

None

Soccer Academy

Subject Length 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.

ASSESSMENT

70% Practical

- Skill development (Dribbling, Passing, Receiving, Shooting, Etc)
- Tactical development
- Soccer Fitness Testing/Conditioning

30% Theory

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

RECOMMENDATIONS

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

PRE-REQUISITE

None

NOTES

None

Sporting Pathways

Subject Length 2 Semesters

DESCRIPTION

Sporting Pathways provides an opportunity to participate in a variety of sports. Students will concentrate on developing their ability to execute basic fundamental movement skills in a variety of movement contexts. Students will be required to reflect on their learning by applying various forms of feedback and analysis. The topics and sports covered during the semester will change depending on the interests and abilities of the students in the class, however each topic/sport will develop and assess skill execution, initiation of tactics, collaboration and teamwork, communication and understanding of rules and officiating.

NOTES

Students must complete one of the following Personal Development subjects:

- Active Lifestyles
- Healthy Habits
- Sporting Pathways

Students must be willing to participate in a range of sports to be successful in Sporting Pathways.

TOPICS

- *Principles of training* Developing a fitness program
- *Game analysis* Player and match analysis
- *Nutrition* Elite sporting nutrition
- *Self reflection* Reflection on learning and development

ASSESSMENT

N/A

RECOMMENDATIONS

For students who want to develop their practical skills in a competitive sports environment.

PRE-REQUISITE

None

Junior Secondary Personal Learning Foundations

Subject Length 2 Semesters

DESCRIPTION

Foundations is a subject that has been created to cover the required content that does not necessarily fit within other learning areas.

Students will become familiar with Compass and CANVAS, look at SMART goals, be involved in group discussion and self reflections, learn about relationships and sex education.

TOPICS

- *Digital Setup and Digital Learning* Digital checklist.
- *Goal Setting and Positive Education* Creating My Plans and looking at Inspiring Persons.
- *Child Protection Curriculum* The Right to be Safe and Relationships.
- *Think GLOBAL* Goals and Values, Learning and Awareness.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Parents will be notified when the sex education component will be taught.

Junior Secondary Science & STEM *Elective*

Agriculture

Subject Length 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. Student Directed Project based Learning.

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

- This does **NOT** replace compulsory Junior School Science.
- There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

Crime Scene Investigation *CSI*

Subject Length 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.

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

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

- This does **NOT** replace compulsory Junior School Foundation Science.
- There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.
- This is a semester long course that will be repeated Semester 2.

Junior Secondary Science & STEM

Science

Subject Length 2 Semesters

DESCRIPTION

Science tells us how things work. It tells us why things happen. In this unit students will undertake a full year general science course where the emphasis is on skill development and knowledge building to ready them for further studies in Science in future years.

- **Biology** Cells and Human Systems.
- **Chemistry** States of Matter, Reactions.
- **Physics** Energy Transformations and Transfers.
- **Geology** Rocks and Minerals.

ASSESSMENT

30% Practical Investigations
 30% Issues Analysis
 30% Project Based Learning Tasks
 10% Tests

RECOMMENDATIONS

None

PRE-REQUISITE

None

COSTS

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

STEM Academy

Subject Length 2 Semesters

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 chose a project/topic/big question and research/build/experiment to find a solution to the problem. Student Directed Project based Learning in STEM.

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

- No This does **NOT** replace compulsory Junior School Foundation Science.
- There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

Junior Secondary Science & STEM *Elective*

Wildlife Studies

Subject Length 1 Semester

DESCRIPTION

LIFE. What makes something living? How do we classify living things? Learn how to identify, name and categorise different species using the same methods as scientists.

PROJECT - ZOO BOOK - ANIMAL PROFILES -
EXCURSION - ZOO

ASSESSMENT

N/A

RECOMMENDATIONS

Students who would like to pursue a career with wildlife and/or conservation.

PRE-REQUISITE

None

NOTES

- This does **NOT** replace compulsory Junior School Foundation Science.
- List any extra information or costs associated with course.
- There may be some external costs involved, these will be kept to a minimum.

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