The Middle School at Cardijn College aims to provide an exciting and dynamic experience of schooling for our students in Years 8 and 9.

Middle schooling is an educational approach that better caters for the physical, social, emotional, moral and cognitive needs of young people. It bridges the divide between primary and secondary education by extending students in this middle phase, equipping them with the skills to become independent learners and successful citizens in this new and ever-changing world.

Cardijn College is committed to best-practice middle schooling through an approach to teaching and learning that is student-centred, authentic, collaborative, developmental and challenging.

Programs in a range of subject and co-curricular areas focus on group dynamics, peer interaction and affirmation of achievement. Our students are encouraged to develop self-confidence through achieving success in significant events and to progressively develop a sense of who they are and of the personal, spiritual and social values which will become part of their life.

The core subjects on offer in our Middle School include the following:

- Religious Education
- English
- Mathematics
- Science
- Studies of Society and Environment
- Languages (Italian and Indonesian)
- Physical Education

Religious Education takes place formally and informally through classroom lessons, prayer, reflective experiences and Liturgy.

The curriculum also offers students the opportunity to engage in other areas through electives including:

- Drama
- Home Economics
- Information Technology
- Music
- Robotics
- Tech Studies (Wood and Metal)
- Textiles
- Visual Arts
- Inspire (STEM) Program
INTRODUCTION

Cardijn College is also proud to deliver a number of specialist programs in the Middle School. These are programs which build upon and extend the skills and attributes of many of our young people. They tap into your child’s talents, teach relevant skills, stretch traditional educational boundaries and help students reach their goals.

Cardijn College offers specialist programs in the areas of:

- Advanced Music
- Football Academy
- Netball Academy
- Soccer Academy

Our teachers play a critical role in each student’s success. They stimulate and challenge students to think beyond the next question and encourage them to take charge of the quality of their learning.

The College approach is to allow students in Years 8 and 9 the room to grow towards independence and to accomplish their developmental tasks in a caring, purposeful and challenging environment within well understood limits. We work together to give them the confidence and self-worth to effectively tackle the challenges of the more exclusively academic orientation of the senior curriculum.

This Curriculum Handbook details the course offerings at Cardijn College for 2017.

For further information please contact:

Mr Chris Burrows
Assistant Principal
Telephone: 8392 9500
Email: cburrows@cardijn.catholic.edu.au
Cardijn College has a Learning Centre Support Unit for students from Years 8 to 12 who have a specific learning need or disability. We aim to provide the very best education available for students with such needs or disabilities. Our focus is providing an innovated curriculum which is inclusive and where each student has an Individual Educational Plan.

We strive to build a learning community where students are secure in their experience of belonging and acceptance and where students have clear pathways into the community. Having high expectations for students, building trusting relationships and a learning community which thinks, creates, works and learns together are key objectives.

Our programs have a strong academic focus where students work in small groups with a Teacher or Education Support Officer to specifically improve their literacy, numeracy and social skills.

Students also receive support in class time being supported in mainstream classes working with their mainstream peers.

The Marist Centre is a special unit within the College catering for students with intellectual disabilities. Our programs have a strong academic focus where students work in small groups with a Teacher or Education Support Officer to specifically improve their literacy, numeracy and social skills.

Students also receive support in class time being integrated in mainstream classes working with their mainstream peers. The amount on mainstream inclusion time is tailored to the individual student and their learning needs.

There is a seamless flow for students as they progress through the Middle School years (8-10) to the Senior School years (11-12) and vocational programs.

The Senior School years focus on promoting a learning culture where our students are enthused and equipped to achieve success through meaningful post school options including: employment pathways, community contributions and in managing their lives.

As a College we are proud and passionate about our education support and our students. We collaborate together respectfully, knowing we are making a difference. We enjoy the challenge of striving for excellence. We build pathways for our students into the community.

EAL support caters for those students who have recently arrived in Australia from a non-English speaking country or those who have recently exited from an Intensive English Centre (IEC).

At each year level, students are encouraged to take advantage of EAL support to improve and consolidate their English language and literacy skills. Being a competent user of English is essential for success at school.

EAL support is not a modified mainstream English course, but rather focuses on improving oral and written language skills across a range of English texts and subject area content.

In particular, our EAL support is designed to help students with basic aspects of English such as:
- pronunciation
- spelling
- vocabulary development
- grammar
- sentence construction
- paragraph organisation
- whole text construction
Subjects are organised into Year and Semester lengths and students participate in a program of study which takes into account the major learning areas.

Year 8 students study the following full year core subjects:
- Religious Education
- English
- Mathematics
- Science
- Studies of Society and Environment
- Physical Education

Year 8 students elect to study one of the following full year language courses as part of their core studies:
- Indonesian
- Italian

Year 8 students study four semester length electives subjects in addition to their core subjects from the following areas:

**Arts**
- Drama
- Music Advanced
- Music Experience
- Music Media
- Visual Arts

**Physical Education**
- Football Academy
- Netball Academy
- Soccer Academy

**Technology**
- Home Economics
- Information Technology
- Robotics
- Tech Studies
- Textiles

**Science, Technology & Mathematics**
- Inspire Program - STEM

---
**Flow chart of Year 8 Subjects**

**Semester 1**
- Religious Education
- English
- Maths
- Science
- SOSE
- LOTE
- Physical Education
- Elective 1
- Elective 2

**Semester 2**
- Religious Education
- English
- Maths
- Science
- SOSE
- LOTE
- Physical Education
- Elective 3
- Elective 4
YEAR 8
CORE SUBJECTS

• Religious Education
• English
• LOTE
• Mathematics
• Physical Education
• Science
• Studies of Society and Environment
Year 8
Core Subject - Full Year

The Religious Education Program 8-12 at Cardijn College is a compulsory subject for all year levels.

Subject Description

The Religious Education fosters the integration of faith, culture and life. We embrace and apply Joseph Cardijn’s ‘See, Judge, Act’ methodology to our local, national and global communities and we support and encourage our students to become active contributors of our world. This is achieved by seeking to create environments that enhance learning, nurture young people and empower them to actively live strive to serve others and be responsible for themselves, others and the environment. Students are invited to be engaged in the exploration and celebration of the Catholic story in all its richness and diversity through reflection, prayer and action for the good of others and their world.

The Religious Education curriculum is effectively derived from the interaction between the Crossways RE Curriculum, Made In The Image Of God: Human Sexuality Program, Keeping Safe Child Protection Curriculum, the learning environment, the range of teaching methods, the resources provided for learning, the nature of assessment and the relational networks within the school community.

Through Religious Education, students are guided to study, research and learn what the Catholic Church teaches about the distinctive vision of how Christian people live. Students are also directed to a systematic and critical reflection of what it means to be Catholic. Students investigate diverse religious and spiritual beliefs and values from a national and global perspective and through this exploration students discover a greater personal, social and cultural understanding and appreciation of and respect for all people.

The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. It is a dance, as it were, an active interplay between life, culture and religion within the environment of a classroom.

Content

- Identity and Story (Our Own and Cardijn College)
- Prayer
- The Liturgical Year – Lent, Holy Week, Easter, Ascension, Pentecost, Advent, Christmas
- Old Testament Heroes
- Moses and the fulfilment of the Covenant
- Catholic Beliefs and Practices
- The Sacraments – with a focus on the Sacraments of Initiation (Baptism, Eucharist, Confirmation)
- Made In the Image Of God – Being Human, Being Connected, Being Sexual, Being Moral
- Our role in the world
- Creation and Environmental Justice

Evidence of Learning

Evidence based learning, research based learning, art pieces, oral and group presentations, multimodal texts, dramatizations, work folios, integrated learning, reports, interviews.
Year 8
Core Subject - Full Year

Subject Description
Based on the Australian Curriculum, the English course is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The English curriculum incorporates the cross-curriculum priorities of Sustainability, Engagement with Asia and Indigenous Histories and Cultures. The curriculum also facilitates the development of skills in Literacy, Numeracy, ICT Competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop a critical understanding of the contemporary media and the differences between media texts.

Content
Students produce and analyse a variety of texts within the following areas of study:

- Foundations in English
- Recount
- Single text study
- Persuasive writing and speaking
- Poetry
- Media Study
- Film study

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 English through the following assessment types:

Assessment Type 1: Writing
Assessment Type 2: Reading comprehension
Assessment Type 3: Spelling and language conventions
MATHEMATICS

Year 8
Core Subject - Full Year

Subject Description
The Year 8 Mathematics course focuses on developing knowledge of mathematics for life, developing skills to communicate using symbols and words, developing skills to organise and process information and developing the ability to solve problems that are familiar and unfamiliar in nature.

Our course aims to reinforce the skills already possessed and provide students the knowledge and understanding to undertake Mathematics courses in Year 9 and 10.

Based on the Australian Curriculum, Year 8 Mathematics provides the opportunity for students to gain essential skills and knowledge in the strands Number & Algebra, Measurements and Geometry, and Statistics & Probability.

Due to the on-going developments in technology, the Mathematics programs at Cardijn have been designed to take advantage of a range of digital tools to explore and deepen students’ mathematical understanding. These include the use of calculators, specialised software and online resources.

Content
• Real Numbers
• Money and Financial Mathematics
• Chance
• Data Representation and Interpretation
• Measurement
• Patterns and Algebra
• Linear and Non-Linear Relationships
• Geometric Reasoning
• Pythagoras and Trigonometry

Evidence of Learning
Students are assessed against the Year 8 Achievement Standard, based on the evidence of their learning provided in a portfolio which includes:

Assessment Type 1: Skills and applications tasks
Assessment Type 2: Mathematical projects
Assessment Type 3: Multimedia presentations

PHYSICAL EDUCATION

Year 8
Core Subject - Full Year

Subject Description
Physical Education aims to develop the student’s skills and their ability to work cooperatively in a team, while encouraging leadership, maximum individual participation and good sportsmanship at all times. Students are involved in a range of skill development activities and small sided games across a variety of sports. We believe that it is important that all students are equipped with the knowledge, skills and attitudes to make informed decisions in relation to their health and lifestyle and develop lifelong patterns of physical activity.

Content
In each semester practical topics will depend on the allocation of spaces, but are drawn from:
• Athletics
• Walla Rugby
• Basketball
• Volleyball
• Tennis
• Dance
• Tee Ball
• Softball
• Soccer

Theory topics covered over the two semesters will be drawn from:
• Sun Smart Behaviour
• Nutrition
• Warming up
• Drug and Alcohol Awareness

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Physical Education through the following assessment types:

Assessment Type 1: Folio (Including all theory assessment pieces)
Assessment Type 2: Practical

Other Information
Students are to wear correct PE uniform (including hats) for all practical lessons.
Year 8
Core Subject - Full Year

Subject Description
Students are introduced to Scientific Method as a practical way to investigate and make conclusions about the world around them. They learn to plan, conduct and evaluate experiments in the laboratory, using their imaginations to think laterally and to find scientific solutions to everyday problems. Students explore the impact of scientific discovery and new technologies on society and consider the cultural and ethical issues involved.

Strands studied under the Australian Curriculum are Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

Content
Students develop their understanding of:
- Chemical Sciences: Using the Particle Model to explain the properties of different forms of matter.
- Biological Science: Investigating the structure and function of cells in the survival organisation and survival of multicellular organisms.
- Physical Sciences: Recognising different forms of energy and understanding that energy transformations and transfers cause change within systems.
- Earth and Space: Understanding the composition of rocks and the processes within the earth that result in their formation over a variety of timescales.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Science through the following assessment types:
Assessment Type 1: Practical Investigation Skills
Assessment Type 2: Research Tasks
Assessment Type 3: Topic Tests
STUDIES OF SOCIETY AND ENVIRONMENT

Year 8
Core Subject - Full Year

Subject Description
Studies of Society and Environment offers a broad overview of the key developments of the past and the present. This is done with a focus on what the future may bring and a realisation that each society has decision-making systems, institutions and processes based on principles and values.

Studies of Society and Environment is also about people and investigating their relationships with each other through the context of time, location, economics, civics and citizenship. It involves investigating evidence, thinking critically about it and drawing appropriate conclusions.

Content
Students will investigate the following topics:
• Medieval History
• Landscapes and Landforms
• Australia’s place in the world (with a particular focus on Australia’s relationship with Asia)
• People power and law

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Studies of Society and Environment through the following assessment types:
Assessment Type 1: Folio
Assessment Type 2: Source Analysis
Assessment Type 3: Investigation
Languages other than English – Students elect to study either Indonesian or Italian as a core subject for the year.

INDONESIAN

Year 8 Indonesian
Core Subject - Full Year

Subject Description
Indonesian in Year 8 focuses on authentic learning. Students will enjoy meaningful lessons that integrate language and culture. This course will develop students’ language skills to a level where they can initiate a one-on-one conversation with an Indonesian speaker, enabling them to convey personal information and ask people simple questions about a wide range of topics. Emphasis is on both formal language styles and essential informal everyday language. Students also explore the links between English and Indonesian, as well as the similarities and differences of the two cultures.

Content
Topics:
Indonesian Landscape, Animals, Names, Transport, Honorifics, Numbers, Dates, Indonesian Film, Body Language, School in Indonesia, Sport, Hobbies and Family.

Grammatical Structures:
Pronouns, Honorifics, Questioning, Basic Verb Functions, Prepositions, Word Order, Addresses, Negation and Time.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Indonesian through the following assessment types:

Assessment Type 1:
Interaction - Role play conversation using basic communication

Assessment Type 2:
Text production - Descriptive writing on a familiar topic

Assessment Type 3:
Film analysis – Film analysis task

Assessment Type 4:
Investigation - Research project brochure and oral presentation.
Year 8 Italian  
Core Subject - Full Year

Subject Description
This course will develop students’ language skills to a level where they are able to apply written, verbal and aural communication skills in order to understand and participate in casual interactions in Italian. They will develop the ability to convey personal information and ask people simple questions about a range of familiar topics. There is an emphasis on formal language styles and language for everyday interactions. Students also explore linguistic, cultural, social and physical differences between Italy and Australia.

Content
The Year 8 Italian course consists of four main themes:
1. Introduction to Italian – greetings, basic vocabulary, describing self and others
2. Saluti dall’estero – geography, famous landmarks, talking about nationalities, where people live and which languages they speak.
3. La Scuola – relevant vocabulary, grammar and comparison of school systems.
4. La famiglia e l’ambiente – vocabulary, grammar, discussing family and the environment.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Italian through the following assessment types:
- Assessment Type 1: Interactions/formal oral presentations
- Assessment Type 2: Text analyses (written and aural)
- Assessment Type 3: Text productions
- Assessment Type 4: Investigations
- Assessment Type 5: Vocabulary and grammar tests

Cardijn Italian Trip
YEAR 8
ELECTIVE SUBJECTS

ARTS
- Drama
- Music Advanced **
- Music Experience
- Music Media
- Visual Arts

PHYSICAL EDUCATION
- Football Academy *
- Netball Academy *
- Soccer Academy *
TECHNOLOGY
• Home Economics
• Information Technology
• Robotics
• Tech Studies
• Textiles

SCIENCE, TECHNOLOGY & MATHEMATICS
• Inspire Program - STEM

** Selection for this course involves an audition.
* Selection for this course involves a trial process.
**YEAR 8 DRAMA**

**Elective Subject - 1 Semester**

**Subject Description**
Drama students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of inquiry and empathy exploring the history of theatre. From Greek mythology to the contemporary physical theatre of Zen Zen 20.

**Content**
- Tableau
- Movement/Mime
- Voice
- Characterisation
- Improvisation
- Greek Theatre
- Performance
- Ritual

**Evidence of Learning**
Assessment Type 1: Journal  
Assessment Type 2: Skills development
Assessment Type 3: Skills presentation

**YEAR 8 MUSIC ADVANCED**

**Elective Subject - Full Year**

**Subject Description**
This course is designed for the proficient musician and students are selected into Advanced Music through an audition process. This course provides the opportunity for students to develop and extend their musical understandings, abilities and potential in a range of contexts. Students refine and develop their musicianship and engage in learning that develops music literacy and cultural awareness that reflects the world of performers, composers and audiences.

Students who are selected to be part of this course are expected to undertake additional music tuition through the College.

Students in Advanced Music are encouraged to learn a second instrument. The College may provide students with the opportunity to learn a brass or woodwind instrument at no cost. This is in addition to their principle instrument.

**Content**
- Solo and ensemble performance
- Theory and aural
- History and appreciation
- Analysis and review of performances
- Brass or woodwind tuition

**Evidence of Learning**
Students have the opportunity to demonstrate evidence of their learning in Year 8 Advanced Music through the following assessment types:
Assessment Type 1: Skills presentation  
Assessment Type 2: Skills development
YEAR 8 MUSIC EXPERIENCE

Elective Subject - 1 Semester

Subject Description
This course is for students interested in music who may or may not have prior knowledge and ability. Students will begin to gain an understanding of music theory whilst having the opportunity to develop practical skills on rhythm section instruments.

Students are also educated in other facets of music to improve their general knowledge and practical ability to prepare them for other music opportunities offered at the College, such as the co-curricular music ensembles.

Content
• Rhythm section practical work
• Theory
• Music appreciation

Evidence of learning
Assessment Type 1: Skills presentation
Assessment Type 2: Skills development

YEAR 8 MUSIC MEDIA

Elective Subject - 1 Semester

Subject Description
Music Media is designed for students who are passionately interested in music, but may not have had any music experience. This technology based course does not contain any music performance; however, students who play an instrument are still welcome to enrol.

The Music Media course focuses on aspects of music technology such as remixing existing music, creating new music from loops, creating audio recordings and providing sounds effects for visual media.

Students will use music technology software programs to create and manipulate sounds to produce new media that will engage an audience. The course supports students in developing skills that are used in the music industry and will prepare them for the study of Music Media in the Senior School.

Content
• Using music technology software
• Creating remixes or mash-ups
• Creating multi-track audio recordings
• Designing sound for visual media

Evidence of Learning
Assessment Type 1: Skills Presentation
Assessment Type 2: Skills Development
YEAR 8
VISUAL ARTS

Elective Subject - 1 Semester

Subject Description
In Visual Arts students make and respond to diverse forms of art and design. Through engagement with traditional and emerging visual art techniques and themes, students explore and communicate meanings and messages relevant to their personal worlds and other worlds they encounter. Like all art forms, the visual arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Content
• Drawing
• Painting
• Printmaking
• Design
• Sculpture
• Arts in Context
• Analysis and response

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Visual Arts through the following assessment types:
Assessment Type 1: Practical
Assessment Type 2: Folio
YEAR 8
FOOTBALL ACADEMY

Elective Subject - Full Year

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist football academy. The Cardijn Football Academy aims to develop the student’s football skills, decision making, tactical understanding and their ability to work cooperatively in a team. Students are involved in a range of skill development activities and competitive small sided games. Skills and understanding will also be developed in umpiring, coaching, goal setting and personal game analysis.

All academy students are required to participate in Saturday morning school games in the Independent Schools Sports Association. This is an invitation only course. Students can gain entry through a nomination process and trialling process conducted in Year 7 and again at the beginning of Semester 2 in Year 8. *(Subject to availability).*

Content
Practical session content includes:
- Strength and conditioning
- Skill development (kicking, handballing, marking, tackling)
- Defensive actions
- Attacking patterns
- Decision making under pressure

Theory topics covered over the two semesters will be drawn from:
- Goal Setting
- Game analysis
- Umpiring

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Football Academy through the following assessment types:

Assessment Type 1: Practical skills and application checklist
- Self assessment
- Peer assessment
- Teacher assessment

Assessment Type 2: Folio
- Journal
- Season reflection
- Umpiring
- Fitness

Additional Information
Students are required to purchase a full Cardijn College football uniform including socks, shorts, guernsey and training singlet.
Elective Subject - Full Year

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist netball academy. Students are selected for this program through a trial selection process. The Cardijn Netball Academy aims to develop the student’s basic netball skills, decision making, tactical understanding and focuses on developing their ability to work effectively as part of a team. Students are involved in a broad range of both offensive and defensive activities, as well as game simulations. On top of this, students will participate in accredited umpire training, develop goal setting strategies and undertake game and performance analysis.

All academy students are required to participate in Saturday morning competition, as part of the South Australian Catholic Secondary School Girls Sports Association (SACSSGSA). This is an invitation only course. Students can gain entry through a nomination process and trialling process conducted in Year 7 and again at the beginning of Semester 2 in Year 8.

Content
Practical session content:
Skill Development of:
• Footwork / Movement
• Ball Handling
• Attacking
• Defending
• Shooting
• Team strategy / tactics

(As per Netball Australia’s Netball Skills Curriculum)

Theory session content:
• Goal setting
• Game & Performance Analysis
• Umpiring

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Netball Academy through the following assessment types:
Assessment Type 1: Pratical skills and application checklist
• Self assessment
• Peer assessment
• Teacher assessment
Assessment Type 2: Folio
• Journal
• Season reflection
• Umpiring
• Fitness

Additional Information
Students are required to purchase a Cardijn College Netball uniform for Saturday competition. Training singlets are available for purchase as an alternative option to wear during lesson time only.
YEAR 8
SOCcer ACADEMY

Elective Subject - Full Year

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist soccer academy. Students are selected for this program through a trial selection process. The program aims to develop personal and team skills through training and games, representing Cardijn College in competition. Skills and understanding of both outdoor and futsal will be established.

This is an invitation only course. Students gain entry to this course through a nomination and testing process conducted during the previous year while they are in Year 7. It is a requirement of selection into this course that students must represent the College in Saturday morning competition.

Content
The Year 8 Soccer Academy will cover mostly practical units which revolve around maximum individual participation and small sided games. The aim of the academy is to develop the following:

- Functional game skills
- Development of tactical awareness, insight and decision making through a game related approach to training.

The foundations of the course are built around:
- Technical skills (ball control, passing, dribbling, shooting, movement off the ball)
- Building up from the back
- Attacking and defending
- Positional Games
- In-game analysis
- Conditioning and testing

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Soccer Academy through the following assessment types:

Assessment Type 1: Practical
Assessment Type 2: Folio - Video Journal

- Positional play in Football
Elective Subject - 1 Semester

Subject Description
Home Economics is focused on the well-being of people. Studying Home Economics educates students about becoming independent, connecting with others and empowers students to become active, informed members of our community. The course draws together theoretical and practical learning to prepare students for a range of real-life challenges related to individuals and families. Students have opportunities to develop their knowledge and skills in the area of food preparation, hospitality and nutrition. The focus is on preparing food to share with others and learning to cook food which is easy to prepare at home. You will also learn about kitchen safety, hygiene and healthy eating.

Content
• Understand the implications of safety and hygiene in the kitchen
• Health of individuals and communities
• The five major food groups
• Using kitchen equipment
• Following and developing recipes

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Home Economics through the following assessment types:

Assessment Type 1: Practical activities
Assessment Type 2: Group Activity
Assessment Type 3: Investigation
Assessment Type 4: Reflection
YEAR 8 INFORMATION TECHNOLOGY

Elective Subject - 1 Semester

Subject Description
Year 8 Information Technology enables students to further develop computational thinking, higher-order thinking and problem-solving skills through the use of a variety of software applications. This course facilitates the students to learn about ICT principles and concepts in practical situations and assist the students to become confident digital creators in real-world contexts. Various ICT-related social and ethical issues will also be covered to encourage the students to use ICT in a responsible and safe manner.

Content
A selection of the following topics to be covered in each Semester:

- Safe Computer Operation (Ergonomics)
- Touch-typing skills
- Explore cyber safety and other IT issues
- Introduction to multimedia programming (using software such as Scratch, Microsoft Kodu Game Lab)
- Image editing and manipulations (using softwares such as GIMP, Inkscape)
- Introduction to CAD (Computer Aided Design)
- Introduction to website design

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Information Technology through the following assessment types:

Assessment Type 1: Practical
Assessment Type 2: Project
Assessment Type 3: Portfolio

YEAR 8 ROBOTICS

Elective Subject - 1 Semester

Subject Description
Robotics - the science of designing, building and operating robots – is one of the most exciting fields in technology today. In this subject the students are introduced to the world of robotics and computer programming. They will investigate the history and development of the robot and its impact on our lives today. The students will also learn how to build and program a fully autonomous robot using LEGO Mindstorms technology to perform a variety of tasks such as basic movements and obstacle avoidance. The culmination of this subject will require students to decorate their robot to give it real personality and program them to perform in time to music.

Content:
Students will study:

- The history of robotics and the development of artificial intelligence.
- Robot use in society and the differences between fictional and real robots.
- The components of a robot and the introduction to communication via sensors.
- The design and construction of a functional robot using LEGO Mindstorms technology.
- Introduction to computer programming and how to use an icon based software program to control the robot.
- Time management, resource allocation, teamwork and hands-on problem solving.

Evidence of learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Robotics through the following assessment types:

Assessment Type 1: Practical Work
Assessment Type 2: Assignments
YEAR 8
TECH STUDIES

Elective Subject - 1 Semester

Subject Description
Tech Studies is a project based course designed to introduce students to:
• Design
• Manufacture
• Selection and use of appropriate tools and equipment
• Safe operation of machines
• Workshop safety

Students develop foundation skills and then apply this knowledge to create a number of models. Projects are designed to facilitate the teaching of skills. Students then practise and establish the necessary skills in using power and hand tools and machinery in a safe workshop environment.

Content
Students will read and interpret a series of photographs and cutting lists in order to produce a series of projects. Students will initially be instructed in safe working procedures and practices in the workshop.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Tech Studies through the following assessment types:

Assessment Type 1: Practical work
Assessment Type 2: Theory
Assessment Type 3: Assignments

YEAR 8
TEXTILES

Elective Subject - 1 Semester

Subject Description
The study of Textiles provides students with the opportunity to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. Textiles involves students creating aesthetically pleasing and functional products with a range of materials including wool, felt, fabric and trimmings such as ribbon and beads. Students will have an opportunity to make bags, soft toys, clothing items and other gifts while learning about sewing and a range of textiles.

Content
• Safety in the textiles area
• Using sewing machines and equipment
• Following a pattern
• Design and construction

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 8 Textiles through the following assessment types:

Assessment Type 1: Reflection
Assessment Type 2: Investigation
Assessment Type 3: Product
Assessment Type 4: Skills and application tasks
YEAR 8 INSPIRE PROGRAM STEM (Science, Technology, Engineering and Mathematics)

Elective Subject - 1 Semester

Introduction to the New Sciences and Technologies.

Subject Description

The Inspire program combines the disciplines of science, technology and mathematics with an emphasis on project based problem solving.

Content

- Introduction to traditional disciplines of physics, chemistry and biology
- Exploration of principles of the new sciences including nanotechnology, biotechnology, advanced prototyping (3D printing), electronics and communication technologies.
- Investigation of ethical, social issues and sustainable futures within the fields of the new sciences
- Creativity and innovation thought starters
- Design processes and the design cycle
- Literacy approach to critical and creative thinking in the sciences
- Application of coordinate geometry, linear and exponential functions, data manipulation and interpretation
- Application of knowledge to unique real world models and drawing conclusions based on critical analysis and evaluation of mathematically manipulated evidence drawn from science and technology
- Engagement in several project based learning options including Engineers Without Borders, Power and Sustainability, Solar Transport Challenge, Volt Eco Challenge, Introduction to UAV, Formula One in School.

Evidence of Learning

Students have the opportunity to demonstrate evidence of their learning in Year 8 Inspire Program - STEM through the following assessment types:

Assessment Type 1: Teamwork and collaboration
Assessment Type 2: Innovation and creativity
Assessment Type 3: Critical thinking and problem solving
Assessment Type 4: Effective oral and written communication
Assessment Type 5: Accessing, analysing and evaluating information
Subjects are organised into Year and Semester lengths and students participate in a program of study which takes into account the major learning areas.

Year 9 Students study the following full year core subjects:
- Religious Education
- English
- Mathematics
- Science
- Studies of Society and Environment
- Physical Education

Year 9 students elect to study one of the following full year language courses as part of their core studies and typically continue with their choice from Year 8:
- Indonesian
- Italian

Year 9 students study four semester length electives subjects in addition to their core subjects from the following areas:

**Arts**
- Drama
- Music Advanced
- Music Media
- Visual Arts

**Technology**
- Home Economics
- Information Technology
- Robotics
- Tech Studies
- Textiles

**Science, Technology & Mathematics**
- Inspire Program - STEM

**Physical Education**
- Football Academy
- Netball Academy
- Soccer Academy

### Flow chart of Year 9 subjects

#### Semester 1
- Religious Education
- English
- Maths
- Science
- SOSE
- LOTE
- Physical Education
- Elective 1
- Elective 2

#### Semester 2
- Religious Education
- English
- Maths
- Science
- SOSE
- LOTE
- Physical Education
- Elective 3
- Elective 4
Year 9 students study the following full year core subjects:

- Religious Education
- English
- Mathematics
- Physical Education
- Science
- Studies of Society and Environment

Year 9 students elect to study one of the following full year language courses as part of their core studies and typically continue with their choice from Year 8:

- Indonesian
- Italian
RELIGIOUS EDUCATION

Year 9
Core Subject - Full Year

The Religious Education Program 8-12 is a compulsory subject for all year levels.

Subject Description
Religious Education fosters the integration of faith, culture and life. We embrace and apply Joseph Cardijn’s ‘See, Judge, Act’ methodology to our local, national and global communities and we support and encourage our students to become active contributors of our world. This is achieved by seeking to create environments that enhance learning, nurture young people and empower them to actively live strive to serve others and be responsible for themselves, others and the environment. Students are invited to be engaged in the exploration and celebration of the Catholic story in all its richness and diversity through reflection, prayer and action for the good of others and their world.

The Religious Education curriculum is effectively derived from the interaction between the Crossways RE Curriculum, Made In The Image Of God: Human Sexuality Program, Keeping Safe Child Protection Curriculum, the learning environment, the range of teaching methods, the resources provided for learning, the nature of assessment and the relational networks within the school community.

Through Religious Education, students are guided to study, research and learn what the Catholic Church teaches about the distinctive vision of how Christian people live. Students are also directed to a systematic and critical reflection of what it means to be Catholic. Students investigate diverse religious and spiritual beliefs and values from a national and global perspective and through this exploration students discover a greater personal, social and cultural understanding and appreciation of and respect for all people.

The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. It is a dance, as it were, an active interplay between life, culture and religion within the environment of a classroom.

Content
• The Gospel Stories of Good News
• Images of Jesus
• Mary and the Saints – inspiring people of faith
• Spreading the Good News – how the early church began
• Christianity in the middle ages
• Justice and Peace – a social justice focus
• Made In the Image Of God – Being Human, Being Connected, Being Sexual, Being Moral

Evidence of Learning
Evidence based learning, research based learning, art pieces, oral and group presentations, multimodal texts, dramatisations, work folios, integrated learning, reports, interviews.
ENGLISH

Year 9
Core Subject - Full Year

Subject Description
Based on the Australian Curriculum, the English course is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The English curriculum incorporates the cross-curriculum priorities of Sustainability, Engagement with Asia and Indigenous Histories and Cultures. The curriculum also facilitates the development of skills in Literacy, Numeracy, ICT Competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding. Students engage with a variety of texts for enjoyment. They engage themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Content
Students produce and analyse a variety of texts within the following areas of study:

- Foundations in English
- Persuasive writing and speaking
- Single and comparative text studies
- Short stories and narrative
- Film study
- Poetry

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 English through the following assessment types:

Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Language Conventions
PHYSICAL EDUCATION

Year 9
Core Subject - Full Year

Subject Description
The Year 9 Physical Education course is designed to further develop students’ appreciation of Health and Physical Education. Through sporting activities students will have an opportunity to develop the movement skills and strategic thinking required to participate in regular physical activity. A healthy level of fitness is encouraged and the development of the fundamental skills in various sports is a focal point.

Content
The practical topics covered over the two semesters are dependent on the allocation of spaces, but are drawn from:
• Talent Search
• Athletics
• Cricket
• Netball
• 9-a-side Football
• Gaelic Football
• Softcrosse
• Gymnastics
• Volleyball
• Orienteering
• Badminton

Theory topics covered over the two semesters will be drawn from:
• Fitness Testing and Analysis of data
• Lifestyle Diseases
• Performance Analysis 1 & 2

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Physical Education through the following assessment types:
Assessment Type 1: Folio (Including all theory pieces)
Assessment Type 2: Practical

Other Information
Students are required to wear correct PE uniform (including hats) for all practical lessons.

MATHEMATICS

Year 9
Core Subject - Full Year

Subject Description
The Year 9 Mathematics course focuses on developing the numeracy capabilities which all students require in their own personal, work and civic lives. These include building a foundation for future mathematics specialties and professional applications of mathematics. Our course aims to reinforce the skills already possessed and provide students the knowledge and understanding to undertake Mathematics courses in Senior School.

Based on the Australian Curriculum, Year 9 Mathematics provides the opportunity for students to gain essential skills and knowledge in the strands Number & Algebra, Measurements and Geometry and Statistics & Probability.

Due to the on-going developments in technology, the Mathematics programs at Cardijn have been designed to take advantage of a range of digital tools to explore and deepen students’ mathematical understanding. These include the use of calculators, specialised software and online resources.

Content
• Real Numbers
• Money and Financial Mathematics
• Chance
• Data Representation and Interpretation
• Measurement
• Patterns and Algebra
• Linear and Non-Linear Relationships
• Geometric Reasoning
• Pythagoras and Trigonometry

Evidence of Learning
Students are assessed against the Year 9 Achievement Standard, based on the evidence of their learning provided in:

Assessment Type 1: Skills and applications tasks
Assessment Type 2: Mathematical projects
Assessment Type 3: Multimedia presentations
Year 9
Core Subject - Full Year

Subject Description
Students are provided with opportunities to develop an understanding of Scientific concepts, the practices used to develop Scientific knowledge and Science’s contribution to contemporary cultures and its application to our daily lives. Students can experience the thrill of scientific discovery by investigating phenomena using Scientific Method and by practising critical and creative thinking and problem solving. Students explore the impact of scientific discovery and new technologies on society and consider the cultural and ethical issues involved.

Strands studied under the Australian Curriculum are Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world and make informed decisions about local, national and global issues.

Content
Students are required to further develop their understanding of the following four topics:

- **Chemical Sciences:** Understanding of the structure of the atom, the interaction between atoms to form new substances, the energy changes involved and the importance of chemical reactions in both living and non-living systems.
- **Biological Sciences:** Investigation of how multi-cellular organisms rely on coordinated and interdependent internal systems and on environmental cycles for survival.
- **Physical Sciences:** Understanding that energy transfer through different mediums can be explained using wave and particle models.
- **Earth and Space:** Understanding the structure of the earth and recognising that the Theory of Plate Tectonics can be used to explain global patterns of geological activity and the distribution of crustal features such as mountain ranges, earthquakes and volcanoes.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Science through the following assessment types:

- **Assessment Type 1:** Practical Investigation Skills
- **Assessment Type 2:** Research Tasks
- **Assessment Type 3:** Topic Tests.
Year 9
Core Subject - Full Year

Subject Description
SOSE offers a broad overview of the key developments of the past and the present. This is done with an eye to what the future may bring and a realisation that each society has decision-making systems, institutions and processes based on principles and values.

SOSE is also about people and investigating their relationships with each other through the lens of time, environment, economics, civics and citizenship. It involves investigating evidence, thinking critically about it and drawing appropriate conclusions.

Overall the Year 9 course develops an understanding of how and why people live in certain areas and how they interact with both their environment and other people. Students will study a variety of case studies that will give them a deeper understanding of their own lives and their interactions with the wider world.

The key concepts explored include; continuity and change, including evidence, cause and effect, perspectives, empathy, significance and contestability.

Content
• Movement of People
• Civics and Citizenship - Understanding the Judicial System
• Global Food Production and Trade
• World War 1

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Studies of Society and Environment through the following assessment types:
Assessment Type 1: Folio
Assessment Type 2: Source Analysis
Assessment Type 3: Special Study
Cardijn Italian Trip
Languages other than English – Students elect to study either Indonesian or Italian as a core subject for the year.

**INDONESIAN**

**Year 9**  
**Core Subject - Full Year**

**Subject Description**  
In Year 9 Indonesian the journey will continue whereby the Indonesian culture comes alive and learning Indonesian is a fun and meaningful experience. This course is designed for students who have had experience of the Indonesian language at Year 8 level and who are working towards further studies in the following years. The content of the course will be well balanced in the four learning areas of reading, writing, listening and speaking. Many cultural based activities will be incorporated in the course to consolidate the content and skills learnt in class.

**Content**  

Grammatical Structures: Ber and Me verbs, Pe – prefix, Classifiers, Adjectives, Qualifiers, Frequency Words and Sequencing.

**Evidence of Learning**  
Students have the opportunity to demonstrate evidence of their learning in Year 9 Indonesian through the following assessment types:  
Assessment Type 1: Interaction – Pair role play based on an everyday scenario.  
Assessment Type 2: Text production – Informal writing on a familiar topic.  
Assessment Type 3: Text analysis – Read and respond to a text passage.  
Assessment Type 4: Investigation – Research project consisting of a written report and oral presentation to the class.

**ITALIAN**

**Year 9**  
**Core Subject - Full Year**

**Subject Description**  
The Year 9 Italian course is designed for students who have experienced the Italian language in Year 8 and may be working towards further studies in the senior years. Students engage with language and culture simultaneously in order to develop their understanding of how languages function in a global community. The content of the course centres on developing students’ skills in reading, writing, listening and speaking. Many cultural based activities will be incorporated in the course to consolidate the content and skills learnt in class.

**Content**  
The Year 9 Italian course consists of four main themes, each with linguistic and cultural components embedded throughout:

1. L’immigrazione- immigration from Italy to Australia, the contribution of the Italian-speaking community to Australian society.  
2. Lo sport – sport in Italy and Australia.  
3. La gioventù d’oggi – comparison of the lifestyle of youth in Italy and Australia.  
4. Il cibo – a closer look at Italian food, recipes, eateries and meal-time customs and traditions.

**Evidence of Learning**  
Students have the opportunity to demonstrate evidence of their learning in Year 9 Italian through the following assessment types:  
Assessment Type 1: Interactions/formal oral presentations.  
Assessment Type 2: Text analyses (written and aural).  
Assessment Type 3: Text productions.  
Assessment Type 4: Investigations.  
Assessment Type 5: Vocabulary and grammar tests.
YEAR 9
ELECTIVE SUBJECTS

ARTS
• Drama
• Music Advanced **
• Music Media
• Visual Arts

PHYSICAL EDUCATION
• Football Academy *
• Netball Academy *
• Soccer Academy *
TECHNOLOGY
- Home Economics
- Information Technology
- Robotics
- Tech Studies
- Textiles

SCIENCE, TECHNOLOGY & MATHEMATICS
- Inspire Program - STEM

** Selection for this course involves an audition.
* Selection for this course involves a trial process.
Elective Subject - 1 Semester

Subject Description
Drama enables students to imagine and participate in exploration of their worlds actively using body, gesture, movement, voice and language, individually and collaboratively, taking on roles to explore and depict real and fictional worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Content
Students explore the dramatic arts from both a theoretical and practical perspective. Building on ensemble skills, students participate in ongoing workshops, developing improvisational and performance skills. Students will employ and explore a range of technologies to interpret and develop solutions to arts ideas. Students experience Drama in a social and historical context and as a means for personal and political expression. Students analyse and respond to the work of Drama theorists and reflect on performances to strengthen their understanding of stage craft.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Drama through the following assessment types:

Assessment Type 1: Performance - improvisation workshops
Assessment Type 2: Text interpretation - rehearsal and presentation of script work
Assessment Type 3: Historical research - investigation and presentation of cultural and historical perspectives
Assessment Type 4: Personal reflection - students analyse and critique their own performances as well as those of their peers
YEAR 9 MUSIC ADVANCED

Elective Subject - Full Year

Subject Description
This course is designed for the proficient musician and students are selected into Advanced Music through an audition process. This course provides the opportunity for students to develop and extend their musical understandings, abilities and potential in a range of contexts. Students refine and develop their musicianship and engage in learning that develops music literacy and cultural awareness that reflects the world of performers, composers and audiences.

Students who are selected to undertake Year 9 Music Advanced are those who have completed the Advanced course in Year 8 or students who pass an audition. Students who are successfully admitted to this course are expected to also undertake tuition in their musical area through the College.

Content
• Solo and ensemble performance
• Theory and aural
• History and appreciation
• Analysis and review of performances

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Advanced Music through the following assessment types:
Assessment Type 1: Skills presentation
Assessment Type 2: Skills development

YEAR 9 MUSIC MEDIA

Elective Subject - 1 Semester

Subject Description
Music Media is designed for students who have a keen interest in music and may or may not play a musical instrument. This technology based course does not require any prior knowledge of music and does not contain any music performance.

The Music Media course focuses on aspects of music technology such as remixing existing music, creating new music from loops, creating audio recordings and providing sound effects for visual media.

Students will use music technology software programs to create and manipulate sounds to produce new media that will engage an audience. The course supports students in developing skills that are used in the music industry and will prepare them for the study of Music Media in the Senior School.

Content
• Using music technology software
• Creating remixes or mash-ups
• Creating multi-track audio recordings
• Designing sound for visual media

Evidence of Learning
Assessment Type 1: Skills Presentation
Assessment Type 2: Skills Development
Elective Subject - 1 Semester

Subject Description
The study of Visual Arts enables students to explore their world and expand their knowledge, understanding, skills and techniques as makers and viewers of visual art. Visual Arts empowers students to engage in visual forms of communication, exploring visual language and the social, cultural and historical contexts of art works. Students further develop their skills, working individually and collaboratively to produce art works in response to ideas and themes.

Content
- Drawing
- Painting
- Printmaking
- Design
- Sculpture
- Arts in Context
- Analysis and response

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Visual Arts through the following assessment types:
Assessment Type 1: Practical
Assessment Type 2: Folio
Elective Subject - Full Year

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist football academy. The Cardijn Football Academy aims to develop the student’s football skills, decision making, tactical understanding and their ability to work co-operatively in a team. Students are involved in a range of skill development activities and competitive small sided games. Skills and understanding will also be developed in goal setting, umpiring, nutrition and performance analysis.

All academy students are required to participate in Saturday morning school games in the Independent Schools Sports Association. This is an invitation only course. Students can gain entry through a nomination process and trialling process conducted in Year 8 and again at the beginning of Semester 2 in Year 9.

Content
Practical session content includes:
- Strength and conditioning
- Skill development (kicking, handballing, marking, tackling)
- Defensive actions
- Attacking patterns
- Set plays and structures
- Decision making under pressure
Theory topics covered over the two semesters will be drawn from:
- Goal Setting
- Nutrition
- Umpiring
- Performance analysis
- Coaching and feedback

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Football Academy through the following assessment types:
Assessment Type 1: Practical skills and application checklist
- Self assessment
- Peer assessment
- Teacher assessment
Assessment Type 2: Folio
- Journal
- Season reflection
- Umpiring
- Fitness

Additional Information
Students are required to purchase a full Cardijn College football uniform including socks, shorts, guernsey and training singlet.
Cardijn College provides students with the opportunity to be part of a specialist netball academy.

The Year 9 Netball Academy aims to refine and develop consistency in the basic skills of ball handling, footwork, spatial awareness and decision making. Students will further their skills in attack and defence through a variety of on-court drills and game simulation. Academy players can expect to learn set team structures and court plays which will be reviewed using video analysis, increasing their understanding of positional roles.

Students will also learn the different styles and principles of coaching throughout the theory component of the program and will be expected to put their experience and knowledge into practice by facilitating a small coaching clinic for our feeder primary schools.

This is an invitation only course. Students can gain entry through a nomination process and testing process conducted during Year 8. All academy students are required to participate in Saturday morning competition, as part of the South Australian Catholic Secondary School Girls Sports Association (SACSSGSA).

**Content**

Practical session content includes:
- Refine skill development (ball handling, footwork, space awareness, defending & attacking skills)
- Fitness – strength and conditioning
- Decision making
- Court plays
- Positional roles
- Drill design

(Netball Australia National Skills Curriculum)

Theory topics covered:
- Fitness concepts – strength and conditioning
- Goal setting
- Sports Nutrition
- Positional roles
- Game/skill analysis
- Coaching

**Evidence of Learning**

Students have the opportunity to demonstrate evidence of their learning in Year 9 Netball Academy through the following assessment types:

**Assessment Type 1: Practical skills and Application Checklist**
- Self-assessment
- Peer assessment
- Teacher assessment

**Assessment Type 2: Folio**
- Journal
- Reflection
- Coaching
- Nutrition investigation

**Additional Information**

Students are required to purchase a Cardijn College Netball uniform for Saturday competition. Training singlets are available for purchase as an alternative option to wear during lesson time only.
Middle School Curriculum Handbook 2017

YEAR 9

SOCCER ACADEMY

Elective Subject - Full Year

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist soccer academy. Students are selected for this program through a trial selection process. The program aims to progress personal and team skills through training and games, representing Cardijn College in competition. Skills and understanding of both outdoor and futsal will be developed.

This is an invitation only course. Students gain entry through successfully completing the Year 8 Soccer Academy course. An ongoing testing process will be conducted for other Year 9 students. It is a requirement of selection into this course that students must represent the College in Saturday morning competition.

Content:
The Year 9 Soccer Academy will cover mostly practical units which revolve around maximum individual participation and small-sided games. The academy aims to develop the following:

- Applying Functional Game skills
- Tactical awareness, insight and decision making through a game related approach to training.

The foundations of the course are based around:

• Technical skills (ball control, passing, dribbling, shooting, movement off the ball)
• Building up from the back
• Attacking and defending
• Positional Games
• In-game analysis
• Conditioning, testing and analysis

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Soccer Academy through the following assessment types:

Assessment Type 1: Practical
Assessment Type 2: Folio
(including Journal and Goal Setting, Fitness Analysis of the requirements for specific positions in Football, Game Analysis)
YEAR 9
HOME ECONOMICS

Elective Subject - 1 Semester

Subject Description
This course provides students with the knowledge to make healthy food choices and to explore a variety of food preparation techniques. Students learn through many enjoyable practical activities that choosing, preparing and eating food can be fun. Factors relating to nutrition and its importance for optimal health throughout life will be explored. Students consolidate the practical sessions of the course through theory components.

Content
1. Role of nutrients in food (and own diet) and the importance of a healthy balance
2. Additives in food; especially focussing on sugar, fat and salt
3. Foods of Asia
4. Fair trade and food

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Home Economics through the following assessment types:

Assessment Type 1: Folio – incorporating all theory assessment pieces

Assessment Type 2: Practical work

Assessment Type 3: Evaluation and reflection of skills

YEAR 9
INFORMATION TECHNOLOGY

Elective Subject - 1 Semester

Subject Description
Year 9 Information Technology enables students to further develop computational thinking, higher-order thinking and problem-solving skills through the use of a variety of industry-standard software applications. This course facilitates the students to learn about ICT principles and concepts in practical situations and encourages the students to become confident digital creators in real-world contexts. Various ICT related social and ethical issues will also be covered to foster the students to become responsible digital citizens.

Content
A selection of the following topics to be covered in each Semester:

- Safe Computer Operation (Ergonomics)
- Intermediate / Advanced touch-typing skills
- Explore cyber safety and other IT issues
- Introduction to CAD (Computer Aided Design)
- Introduction to multimedia programming (using software such as Stencyl, JavaScript)
- Multimedia creation and manipulations (using softwares such as Adobe Photoshop, Illustrator, Dreamweaver, After Effects, PowerDirector)
- Introduction to dynamic website design

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Information Technology through the following assessment types:

Assessment Type 1: Practical
Assessment Type 2: Project
Assessment Type 3: Portfolio
Elective Subject - 1 Semester

Subject Description
Robots today serve in many roles, from entertainer to educator to explorer. As robot technology advances, ethical concerns become more pressing. In this subject, students will consider the place of robots within our society and investigate the ethical and social implications of robotics and the morals behind the machine. The students will learn how to build and program a fully autonomous robot using LEGO Mindstorms technology including motors, drives and sensors to compete a series of tasks. Concepts such as friction, stability and force control will also be covered as students work in teams to design, build and program a robot to compete in a class competition of Robot Sumo Wars.

Content
Students will study:
- The ethical and social implications of robotics.
- Being human versus being humanoid.
- The components of a robot including a number of input sensors, output sensors and motors to interface with the physical environment.
- The design and construction of a functional robot using LEGO Mindstorms technology.
- Computer programming using an icon based software program to control the robot. This incorporates a step by step progression from beginner to advanced.
- Time management, resource allocation, teamwork and hands-on problem solving.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Robotics through the following assessment types:
Assessment Type 1: Practical Work
Assessment Type 2: Assignments
YEAR 9 TECH STUDIES

Elective Subject - 1 Semester

Subject Description
This course allows students to:
• Broaden their knowledge of processes and skills in woodwork
• Refine their manipulative skills
• Develop marking, measuring, sawing, planing, drilling and finishing techniques
• Work on teacher-directed and student-initiated tasks
• Increase their technical knowledge and literacy skills
• Develop manipulative skills and expertise in the use of power tools and larger fixed machines
• Complete a number of projects throughout the course.

Content
From a design brief students will read and interpret a series of photographs and cutting lists for a series of projects. Students will initially construct a series of practice woodwork joints.

Upon satisfactory completion students will:
• Negotiate the design for a disc storage cabinet from a range of options
• Construct a two step stool
• Negotiate the design for a display cabinet
• Construct a storage bin with a fixed or sliding lid.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Tech Studies through the following assessment types:
Continuous assessment will be based on:
Assessment Type 1: Practical work
Assessment Type 2: Theory
Assessment Type 3: Assignments

YEAR 9 TEXTILES

Elective Subject - 1 Semester

Subject Description
The study of Textiles provides students with the opportunity to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. Textiles involves students creating aesthetically pleasing and functional products with a range of materials including wool, felt, fabric and trimmings such as ribbon and beads. Students will have an opportunity to make bags, soft toys, clothing items and other gifts while learning about sewing and a range of textiles.

Content
• Safety in the textiles area
• Use of sewing machines, overlockers and other equipment
• Following a pattern
• Design and construction
• Recycling

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Textiles through the following assessment types:
Assessment Type 1: Reflection
Assessment Type 2: Investigation
Assessment Type 3: Product
Assessment Type 4: Skills and application tasks
YEAR 9
INSPIRE PROGRAM

STEM (Science, Technology, Engineering and Mathematics)

Elective Subject - 1 Semester

Introduction to the New Sciences and Technologies.

Subject Description
The Inspire program combines the disciplines of science, technology and mathematics with an emphasis on inquiry projects and project based problem solving.

Content
- Exploration of principles of the new sciences including nanotechnology, biotechnology, advanced prototyping (3D printing), electronics and communication technologies.
- Mini investigations in social and ethical issues in science and technology including genetic modified foods, viruses, banning cola and global warming.
- Investigation of sustainable futures within the fields of the new sciences
- Creativity and innovation thought starters
- Design processes and the design cycle using computer aided design (CAD) Literacy approach to critical and creative thinking in the sciences
- Application of knowledge to unique real world models and drawing conclusions based on critical analysis and evaluation of mathematically manipulated evidence drawn from science and technology
- Engagement in several project based learning options including Engineers Without Borders, Power and Sustainability, Solar Transport Challenge, Volt Eco Challenge, Introduction to UAV, Formula One in School.
- University visits to connect science, technology and mathematics learning to career options.

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 9 Inspire Program - STEM through the following assessment types:
Assessment Type 1: Teamwork and collaboration
Assessment Type 2: Innovation and creativity
Assessment Type 3: Critical thinking and problem solving
Assessment Type 4: Effective oral and written communication
Assessment Type 5: Accessing, analysing and evaluating information