At Temple Christian College we offer an exciting and broad range of subjects in our Middle School programme. Our desire is “The pursuit of excellence for the glory of God”. Our Middle years programme is a thorough preparation for study at Years 11 and 12. All subjects are compulsory at Years 7 and 8. This gives students experience in a wide range of subjects whilst continuing to develop within the core subjects. At Years 9 and 10 students have the opportunity to choose some elective subjects that can be studied further. There is still a broad group of core subjects that are compulsory and enable students to develop a strong foundation for study at the senior level.

We are very blessed to have teachers that all have a Christian worldview guided by His Word and His Holy Spirit.

Our Middle School programme provides your child with an exceptional preparation for studies at Year 11 and 12.

Marcel Rijken
Principal
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# Contents

Foreword

Middle School Academic Curriculum

Subject Specific Assessment Criteria

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CHRISTIAN LIVING

Christian Living is a full year subject, and in Year 7 to 10 there is one lesson timetabled each week. Christian Living is not an assessable subject and consequently has no assignments or tests. Nevertheless information in regards to student’s attitude is reflected in each end of term report.

Christian Living is a time to explore what it means to live a Christ-centred, Bible-based life. It provides an opportunity for students to listen to what God is saying through His Word, to develop their prayer and worship life, and to investigate what it means to live an authentic Christian life in our world.

Throughout Years 7 to 10 classes will study different aspects of the Bible, explore some of the “big questions” of the Christian faith, and consider what it means to be involved in service and mission activities and discuss other social and cultural issues that impact on our lives today. These topics allow us to appreciate the saving work of God through Christ and the importance of relationships – with God and with others. The aim is for the students to develop a vibrant and robust faith which can be lived out both at school and in the world around them.

Many Christian Living lessons will be interactive, inviting reflection, discussion and debate. Students are encouraged to share their thoughts and stories and to be real about their faith. While there is an emphasis listening and learning, there is also a place for fun, and Christian Living lessons provide another excellent opportunity within the school for students to build relationship with each other and with staff members.
PERFORMING ARTS

The Performing Arts Faculty at Temple Christian College is made up of Dance, Drama and Music. Dance is offered as an elective subject from Year 9 through to Year 12. General classroom Music is taught in Year 7 and 8 offered as an elective subject from Year 9 through to Year 12, with students given the option of private tuition in specialist musical instruments through to Year 12. Drama is compulsory at Year 8 and is offered as an elective subject from Year 9.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the Key Competencies within the Australian Curriculum and Stage 1 and 2 SACE.

Performance Opportunities

All students studying Music, Dance or Drama are welcome to join various ensembles throughout the Performing Arts Faculty and are provided with an array of performance opportunities included within the classroom, Open Evening, Balaklava Eisteddfod, Drama Productions, School Musical, Presentation Night, Generations in Jazz and much more.

Excursions

Parents will be notified in writing of any excursions applicable to the following respective Performing Arts subjects.
DRAMA

Aims

- Empower students to create reflective ART that honours the talents and gifts given by God.
- Foster and encourage a healthy sense of aesthetic appreciation, self-confidence, empathy, self-discipline, trust and accountability.
- Provide students with the opportunity to use their imagination, memory, concentration and physical fitness.
- Develop essential cooperation, collaboration, communication, problem solving and social awareness skills.
- Develop the student’s stage presence, ensemble skills and ability to receive constructive feedback.
- Provide an opportunity for fun, relaxation and an emotional outlet.
- Encourage students to engage in new technologies as they interact with multi-media in several different formats.
- Develop and foster essential written and verbal communication skills as they critically examine live performance and film art and its context.

YEAR 8

This is a one semester course.

Units of Work

- Communication (body language, expression, gesture, movement, interpretation)
- Mime and Movement
- Voice (tone, volume, pitch, pace, clarity)
- Play Building
- Improvisation
- Elements of Drama (direction, publicity and marketing, set, lighting, sound and costume design, multi-media, stage management and on-stage acting)
- Comedy in Performance
- Sorry and Beyond – The Stolen Generation

Assessment

1. Practical involvement in class activities
2. Individual and Group performance assessments
3. Play-building
4. Comedy/Parody performance assessment and analysis
5. Indigenous Australians – ‘Sorry and Beyond’ group explorative task

NOTE: The students will attend an off-campus live production. The cost of this will be absorbed by the Drama Faculty.
YEAR 9

This is a two semester course.

Units of Work

- Theatre History
- Improvisation
- Voice and breathing
- Mime/Mask/Movement
- Class Production
- Script/Play-text based study
- Film Technique and director based study – Steven Speilberg
- Review Writing

Assessment

1. Group Production
2. Live Theatre Review
3. Group Production Report
4. Film Technique Analysis Essay
5. Group Presentation

NOTE: Each Semester students will attend a live production. The cost of this will be added to your school account (between $15 - $20 each). Students may occasionally be required for after school rehearsals leading up to a major performance, however, they will receive a schedule outlining the times/dates required well beforehand.
YEAR 10
This is a two semester course.

Units of Work

- Revisit and extend on Year 9 work
- Play building/Script writing
- Review writing techniques
- Study of dramatic practitioners
- Character development
- Study of off-stage roles
- Script/Play-text based Study
- Film Technique and Director Based Study – Tim Burton
- Class Production
- Group Theatre or Film piece

Assessment

1. Group Performances
2. Live Theatre Review
3. Group Production Report
4. Film Technique Analysis Essay
5. Group Presentation

NOTE: Each Semester students will attend a live production. The cost of this will be added to your school account (between $15 - $20 each).

Students may occasionally be required for after school rehearsals leading up to a major performance, however, they will receive a schedule outlining the times/dates required well beforehand.
DANCE

Aims

- Build kinaesthetic awareness of the body and how it is used in particular dance styles.
- Build awareness of free expression as an act of worship to God.
- Develop understanding and use of the elements of dance, choreographic devices and production elements to communicate ideas and themes.
- Develop technical skills, increasing their confidence, accuracy, clarity of movement and projection.
- Explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.
- Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography.
- Learn about sustainability through the arts and sustainability of practices in the arts.
- Understand different dance styles according to various historical contexts.
- Evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.
- Understand that safe dance practices underlie all experiences in the study of dance.
- Perform within their own body capabilities and work safely in groups.
- Evaluate their own choreography and performance, and that of others to refine future work.

*Please note: There are 2 main performances each year where students will have after school rehearsals on the 2 preceding days only.*

YEAR 9

This is a two semester course.

Units of Work

- Funk Dance Technique & Repertoire
- Tap Dance Technique & Repertoire
- Developments made by Tap pioneers
- Classical Ballet Technique. ($130/Term, added to school fees)
- Dance composition
- Dein Perry’s Tap Dogs Analysis

Assessment

1. Reflective journaling on dance making processes and learnt dance repertoire
2. Topic tests on dance history
3. Review writing on live dance works
4. Oral presentations on Tap Dance pioneers
5. Own dance choreography in small groups
6. Live dance performances - Approx. 4 shows during the Fringe Festival then others during Terms depending on Festival Theatre program. Costs are added to school fees, approx. $50/Term.

7. Dein Perry’s Tap Dogs Analysis

8. Technique

YEAR 10

This is a two semester course.

Units of Work

- Contemporary and technique tuition at $130/Term added to school fees.
- Contemporary dance repertoire.
- Jazz dance repertoire
- Dance analysis.
- Modern dance pioneers.
- Human Physiology and Dance Injuries
- Dance making process

Assessment

1. Reflective journaling on dance making processes and learnt dance repertoire.
2. Topic tests on human physiology and choreographic devices.
3. Dance Injury assignment.
4. Research assignment on the Beginnings of Modern Dance.
5. Critical review writing of Modern and Post-Modern dance works.
6. Small Group and Solo Dance Composition.
7. Live Dance Performances. (Approx. 4 shows during the Fringe Festival then 1-3 shows over Terms 2 & 4. Costs vary but approx. $50/Term. (These are added to school fees).
8. Technique
MUSIC

Aims

- Understanding music as a form of worship.
- Empowering students to create music reflective of their heart for worship.
- To develop an understanding of the role music plays in society.
- To be able to read/write music.
- To encourage discerning and informed listening through the study of several works.
- To participate in class ensemble and develop ensemble skills.
- Demonstrate through performance the ability to control basic expressive qualities of sound and an understanding of simple musical structure.
- Plan and present performances to groups within the school community, choosing works suitable for the occasion and audience.
- An understanding of Theory and Aural relative to each Year Level.
- The ability to identify music from the various music eras aurally.
- An appreciation and understanding of the history of music.
- The confidence to perform and be assessed in front of their peers.
- An appreciation and understanding of world music.
YEAR 7
This is a one semester long course.

Units of Work
- What is Music?
- Instruments of the Orchestra
- Music Theory – basic introduction
- Brass Ensemble

Assessment
1. Project work
2. Short Tests
3. Participation and contribution in Brass Ensemble
4. Composition

YEAR 8
This is a one semester long course.

Units of Work
- Elements of music
- Musical styles
- Gamelan Music
- Music notation
- Musical instruments
- Music Technology
- Class Ensemble

Assessment
- Compositions
- Topic Tests
- Class participation
- Homework/Projects tasks
- Care and completion of work book
- Practical Component (Demonstrate the ability to play on the drums, guitar and participate in class band activities). Contribute to group compositions.
- Class Ensemble

YEAR 9
This is a two semester long course.
Units of Work

- The History of Rock
- Aural
- Music Theory Grade 1-2 standard
- Class Ensemble

Assessment

1. Tests are given to assess student’s Theory and Aural development.
2. Class participation
3. Homework/Projects tasks
4. Solo performance – 2-3 minutes, Terms 2, 3, 4.
5. Ensemble Performance (class band)
6. Evaluation of student involvement in class ensemble and individual part testing of Ensemble material in relation to technical proficiency and musicianship once per term or semester.
7. Simple composition/arranging exercises based on the blues scale and the 12 bar blues chord progression.
8. Self-appraisal on their solo performance.

YEAR 10

This is a two semester course.
Units of Work

- Grade 2-3 Theory
- Aural
- Composing and Arranging
- Music in a Christian Context
- Medieval Music
- The Blues and Jazz
- Class Ensemble

Assessment

1. Tests are given to assess students’ theory and aural development.
2. Composition Tasks
3. Project tasks.
4. Solo Performance Assessment. Students are assessed formally once a term on their instrument(s) of study – a two minute (minimum) performance is required.
5. Self-appraisal on their assessment solo performance.
7. Evaluation of student involvement in class ensemble and individual part testing of Ensemble material in relation to technical proficiency and musicianship once per term or semester.
VISUAL ARTS AND DESIGN

Aims

The Arts aim to develop students’:

- **Creativity**, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence.

- **Arts knowledge and skills** to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways.

- **Use of innovative arts practices** with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints.

- **Understanding** of Australia’s histories and traditions through the Arts, engaging with artworks and practices, both traditional and contemporary.

- **Understanding** of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

- Developing an awareness of the **role of God** in creative inspiration.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop capabilities and achievement standards that are consistent with the Australian Curriculum which include:

1. Arts practice; making, representation, exploring visual conventions, practicing.

2. Arts analysis; develop, refine and understand viewpoints, critiquing.

3. Arts in context; responding, using art vocabulary.

4. Knowledge and understanding.

5. Develop, experience and refine skills, techniques and processes.
YEAR 7
This is a compulsory one semester subject with two double lessons per week. The course covers the key areas of Art, Craft and Design integrated throughout the semester.

Units of Work

Materials

- Drawing: A range of drawing media that may include graphite pencils, coloured pencils, rendering markers, oil pastels etc.
- Painting: – acrylic paints
- Construction: – fabric or felt work

Themes explored may include - lettering, biblical Easter story, flower theme still life, Op Art designs, jungle pictures, and perspective drawing.

Artists studied may include Henri Rousseau, Vincent van Gogh and Bridget Riley.

Assessment

All practical work done in class is assessable for term grades.

YEAR 8
This is a compulsory one semester subject with one double lesson per week. This course covers the key areas of Art, Craft and Design integrated throughout the semester.

Units of Work

- Drawing – line, texture, tone, pattern making, composition.
- Design – developing an image into a design suitable for lino printing.
- Artist studies may include: Pablo Picasso, Margaret Preston.

Assessment

1. All work done in class is assessable for term grades.
2. Occasional written tasks associated with the practical.
3. Some worksheets incorporating analysis of artists and their work.
4. Homework tasks are assessable for term grades.
YEAR 9

The course is offered as two, one semester elective subjects of two double lessons per week. First semester focuses on the key areas of Art, Craft and Design as distinct disciplines. Second semester is an Art Design and Technology focus.

Units of Work

Semester One: Art, Craft and Design

- Drawing skills - self-portraits working from a photograph, incorporating tonal rendering in graphite pencil, hatching and stippling techniques.
- Painting - colour theory with a design focus. Exploring skills and techniques of transposing observation drawings into repetitive designs, exploring balance in composition, creating patterns using shell motifs.
- Develop skills in manipulating paints.
- Investigations into the Archibald Portraiture Prize
- Written worksheets on colour theory

Semester Two: Art and Design Technology

- Computer generated Graphic Design – incorporating skills in Digital photography, design vocabulary, computer processes and program tools of Adobe Photoshop.
- Digital photography – of self-portrait in a range of styles that may include: Picasso and or Andy Warhol.
- Exploration of design elements such as composition, symmetry and balance, rhythm and repetition.
- Conceiving, developing and creating a design based on the physical environment of the college.
- Visual Literacy – analysing and creatively exploring elements of graphic design.

Assessment

1. All practical work done in class is assessable for term grades.
2. Written tasks / theory journal associated with the practical.
3. All homework is assessable for term grades.
VISUAL ART

YEAR 10

The ART elective is offered as a year long subject of two double lessons per week broken into two separate units of study. The course has an emphasis on the Art process and craft skill building.

Units of Work

Semester One: Painting

- Acrylic Painting – skills and techniques development in tints, shades, colour modelling, impasto, sgraffito, broken colour, palette knife and pointillism.
- Theory units / research assignments related to the practical.

Semester Two: Term 3 Introduction to Ceramics

- Clay Modelling – skills and techniques development in coil & pinch pot, construction, texture exploration, modelling, joining, firing, decorating and exhibiting work.
- Sculptural Piece – creating a 3D ceramic model working to a set theme. Introduction to the Art Process in conceiving, documenting and creating an art piece.
- Theory units / research assignments related to the practical.

Semester Two: Term 4 Introduction to Drawing

- Exploring a range of skills, techniques and media in drawing including graphite pencil, pen and ink, pastels and charcoal.
- Working in the style of a variety of artists.
- Theory units / research assignments related to the practical.

Assessment

1. All practical work done in class is assessable for term grades.
2. Research and written tasks associated with the practical.
3. Some worksheets incorporating analysis of artists and their work.
4. Homework tasks are assessable for term grades.

Excursions

*There are two possible excursions to Art Galleries allowed for this subject.*

*Each will cost the price of a return bus ticket on public transport.*
ART DESIGN

YEAR 10

The course is offered as a year long elective subject of two double lessons per week. The course is an introduction to Design as a distinct discipline working to set briefs and parameters.

Units of Work

Each unit incorporates the elements and principles of Design such as shape, form, line texture, composition, pattern, repetition, colour, layout, typography. Each unit studied will have related practical tasks.

▪ What is Design? The three domains of Graphic, Product and Environmental.

▪ Industrial Revolution

▪ Arts and Crafts

▪ Art Nouveau

▪ Art Deco

▪ Bauhaus

▪ Pop Art

The practical projects include making spaghetti towers, paper bookmarks, designs painted onto the arm, postage stamp design and making a fully functioning clock.

Assessment

1. All practical work done in class is assessable for term grades.

2. Written tasks associated with the practical.

3. Some worksheets incorporating analysis of designers and their work.

4. Some worksheets supporting the excursions.

5. All homework tasks are assessable for term grades.

Excursions

There are two possible excursions to Art Galleries allowed for this subject. Each will cost the price of a return bus ticket on public transport.
ENGLISH

English is compulsory throughout the Middle School and all the courses are two semesters in length. As we believe in a growth mindset, most students in Years 7-9 are placed in mixed general classes. At Year 10 we place capable students who are planning to study English Literary Studies at Year 11 into an 'Advanced' English class. Students needing extra support are placed in smaller classes.

Intended Outcomes

The National Curriculum organises English into the following three strands in which students study the sub strands below:

Language
- Language variation and change
- Language for interaction
- Expressing and developing idea

Literature
- Literature and context
- Responding to Literature
- Examining literature
- Creating literature

Literacy
- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
Year 7

Aims

- To promote a Christian world view through the study of literature which depicts both life with and without God
- To introduce concepts of literary study
- To promote a love of reading
- To develop skills of reading and interpreting media
- To introduce the study of visual texts
- To study the development of the English language
- To develop writing skills for a variety of purposes
- To develop a fluent, legible style of handwriting

Units of Work

- A history of language development
- Persuasive Writing
- Novel Studies (including texts which reflect the Asian, Indigenous and Sustainability themes of cross curriculum requirements)
- Writing Skills: Focus on sentences and paragraphs
- An Introduction to Poetry
- Independent reading and book reviews
- Introduction to Drama
- Film Studies
- Media Interpretation

Assessment

- Text responses
- Text production
- Oral presentations
- Comprehension tasks
- Spelling and grammar tests
- Creative projects
YEAR 8

Aims

- To promote a Christian world view through the study of literature which depicts both life with and without God
- To promote a love of reading
- To develop students as effective communicators, both written and oral
- To introduce the concept of writing in different registers using appropriate style and language
- To develop written accuracy through spelling and grammar
- To expose students to a range of poetry and poetic techniques
- To develop analysis skills for visual texts and drama

Units of work

- The development of language
- Essay writing workshops
- Introduction to Shakespeare: *A Midsummer Night’s Dream*
- Autobiographical Writing
- Study of class novels (including texts which reflect the cross curriculum requirements of Asian, Indigenous and Sustainability themes)
- Film studies
- Poetry
- Media study
- Creative writing
- Comprehension
- Spelling and grammar

Assessment

- Text response and text production
- Oral presentations
- Comprehension tasks
- Spelling and grammar tests
- Semester examinations
YEAR 9

Aims

- To promote a Christian world view through the study of literature which depicts life both with and without God
- To develop a love of reading
- To broaden the range of registers in which students can write effectively
- To develop skills of text analysis and interpretation for both written and visual texts
- To develop students as effective oral and written communicators
- To develop written accuracy through spelling and grammar

Units of work

- The development of language
- Study of class novels (including texts which reflect the cross curriculum requirements of Asian, Indigenous and Sustainability themes)
- Shakespeare: either *The Merchant of Venice* or *Much Ado about Nothing*
- Poetry and poetic techniques
- Film analysis
- Essay writing workshops
- Debating
- Media Study: Newspapers
- Creative writing
- Spelling and grammar

Assessment

- Text response and text production
- Oral presentations
- Comprehension tasks
- Spelling and grammar tests
- Semester examinations
YEAR 10

Aims

- To promote a Christian World View through the study of literature which depicts life both with and without God
- To develop a love of reading
- To understand a range of written and visual texts and their contexts
- To write effectively in a range of registers
- To develop essay writing skills

Units of Work

- The development of language
- Class study of novels (including texts which reflect the cross curriculum requirements of Asian, Indigenous and Sustainability themes)
- Shakespeare: Macbeth
- Poetry and poetic techniques
- Film analysis
- Media study: Advertising
- Writing for different registers
- Essay writing workshops
- Spelling and grammar

Assessment

- Text response and text production
- Oral presentations
- Comprehension tasks
- Spelling and grammar tests
- Semester examinations
SOCIETY AND ENVIRONMENT
HUMANITIES AND SOCIAL SCIENCES

Year 7 students study HASS for one year, with 4 lessons a week. There is no streaming of the students, but assignments and class work cater for varying abilities of students.

**Rationale**

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia’s ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

**Aims**

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present.
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills.
- dispositions required for effective participation in everyday life, now and in the future.

**Units of Work**

- Water in the world
- Place and liveability
- The Ancient World
  - Investigating the past
  - Egypt
  - China

**Assessment**

1. Research Assignments
2. Bookwork
3. Document analysis
4. Tests
5. Group activity and/or creative presentations

**Excursions**

*Some excursions and guest speakers can also form a part of the curriculum. Parents will be notified of any costs involved in writing.*
Content structure:

- The content at this Year Level is organised into two strands: knowledge and understanding, and inquiry and skills.
- The knowledge and understanding strand draws from four sub-strands: History, Geography, Civics and Citizenship, and Economics and Business.

General capabilities

History allows for students to develop and use the following general capabilities that can enrich and deepen learning:

- literacy
- numeracy
- competence in information and communication technology (ICT)
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.
GEOGRAPHY

Year 8 & 9 students study one semester of Geography as part of the Geography/History programme. Geography is allocated 4 lessons per week as a Year 10 subject. There is no streaming of the students, but assignments and class work cater for varying abilities of students. The Geography course is based on requirements stipulated in the Australian Curriculum.

Rationale
Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Geography is a structured way of exploring, analyzing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Geography develops curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Aims

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Content structure
Geography is organized into two related strands:

- Geographical Knowledge & Understanding
- Geographical Inquiry & Skills
YEAR 8 – Semester One

Units of Work
Mapping
Waste and recycling
Landforms and landscapes
Changing nations

Assessment
Topic tests, creative tasks, field work reports, oral presentations, issues analysis, research assignments.

Excursions
Adelaide CBD
Clean-Up Schools Day involvement

YEAR 9 – Semester Two

Units of Work
Biomes and food security
Geography of interconnections

Assessment
Topic tests, creative tasks field work reports, oral presentations, debates/forums, issues analysis, research assignments.

Excursions
Excursion to Adelaide Zoo and Botanic Gardens.
  •  Tourism excursion to the CBD.

Semester examination

YEAR 10 – Full Year

Units of work
Geographies of human wellbeing
Environmental Change & Management
Mapping

Assessment
Topic tests, creative tasks, field work reports, oral presentations, debates/forums, issues analysis, research assignments.

Semester examinations

Excursions
Metropolitan beaches
ECONOMICS AND BUSINESS

Year 8 Students study Economics and Business as part of the Humanities and Social Sciences (HASS) course. The Economics and Business section is based on requirements stipulated in the Australian Curriculum.

Rationale
Students develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

Aims
Economics and Business aims to ensure that students develop knowledge, understanding and skills through the use of key questions:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

YEAR 8

Units covered

- Market operations
- Rights and responsibilities of consumers and business
- Business types
- Influences effecting work practices

Assessment

1. Research Assignments
2. Bookwork
3. Document analysis
4. Group activity and/or creative presentations
Year 8 Students study Civics and Citizenship as part of the HASS course. The Civics and Citizenship section is based on requirements stipulated in the Australian Curriculum.

Rationale
The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

The Civics and Citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decision.

Aims
Civics and Citizenship aims to ensure that students develop knowledge, understanding and skills through the use of key questions:

- What are the freedoms and responsibilities of citizens in Australia’s democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Content structure
Civics and Citizenship is organised into two related strands:

- Civics and Citizenship Knowledge & Understanding
- Civics and Citizenship Skills

General capabilities
Civics and Citizenship allows for students to develop and use the following general capabilities that can enrich and deepen learning:

- Literacy
- numeracy
- competence in information and communication technology (ICT)
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.

YEAR 8

Units covered

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

Assessment

1. Research Assignments
2. Bookwork
3. Document analysis
4. Group activity and/or creative presentations
Year 8 & 9 Students study one semester of History as part of the SOSE course. History is a 4 lesson a week subject at Year 10. There is no streaming of the students, but the assignments cater for varying ability of the students within each group. The History course is based on requirements stipulated in the Australian Curriculum.

**Rationale**

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is fundamental in understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity.

The study of History is based on evidence derived from remains of the past. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyze and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**Aims**

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

**Content structure:**

History is organised into two related strands:

- Historical Knowledge & Understanding
- Historical Skills

**General capabilities**

History allows for students to develop and use the following general capabilities that can enrich and deepen learning:

- literacy
- numeracy
- competence in information and communication technology (ICT)
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.
YEAR 8

Units of Work

The Ancient to the Modern World

- Medieval Europe (c.590 – c.1500)
- Shogunate Japan
- The Black Death in Asia, Europe & Africa (14thC plague)

Assessment

1. Research Assignments
2. Bookwork
3. Document analysis
4. Tests
5. Group activity and/or creative presentations

Excursions

Some excursions and guest speakers can also form a part of the curriculum. Parents will be notified of any costs involved in writing.

YEAR 9

Units of Work

The Making of the Modern World

- Movement of peoples (1750 – 1901)
- World War 1 (1914 – 1918)
- Making a nation

Assessment

1. Research Assignments
2. Bookwork
3. Document analysis
4. Tests
5. Group activity and presentations
6. Creative projects
7. End of Semester Examinations

Excursions

Some excursions and guest speakers can also form a part of the curriculum. Parents will be notified of any costs involved in writing.
YEAR 10

Units of Work

The Modern World & Australia

- World War 2 (1939 – 45)
- Rights & freedoms (1945 – present)
- Migration experiences (1945 – present)

Assessment

1. Research Assignments
2. Bookwork
3. Document analysis
4. Tests
5. Group activity and presentations
6. Creative projects
7. Essays
8. End of Semester Examinations

Excursions

Some excursions and guest speakers can also form a part of the curriculum. Parents will be notified of any costs involved in writing.
HEALTH AND PERSONAL DEVELOPMENT
HOME ECONOMICS

The Home Economics courses at Middle School level all have two components, Food and Nutrition, and Textiles which are covered in the various units studied across the year.

Aims

FOOD AND NUTRITION

- Demonstrates the use of food preparation skills in various contexts
- Develops the ability to effectively use available technology in the preparation of food.
- Develop skills for working effectively as an individual and collaboratively.
- Promote and establish healthy diet choices by introducing them to the ‘Australian Guide to Healthy Eating’ and the ‘Australian Dietary Guidelines.’
- Analyse the health benefits of food education and food influences on their food habits.
- Explores the building blocks for a good understanding of nutritional principles.

Aims

TEXTILES

- Learn, revise and extend skills related to the operation of the Bernina sewing machines.
- Demonstrate the use of materials and other relevant equipment in order to make textiles products.
- Work in a safe environment where the student is aware of their own needs and that of others.
- Promote analysis of textile products – manipulation of materials, function and creativity of design (in other words how, what, why of making).
- Demonstrate pattern reading abilities (Year 10).
- Understand the process involved in using a variety of fabrics.
- Evaluate the benefits of negotiating the curriculum content with an emphasis on decision making and promoting a challenge for themselves (Year 10).
- Discover the process of design, create and evaluate in relation to practical items.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the criteria in the Achievement Standards under the relevant strands in the Technologies, and Health and Physical Education areas of the Australian Curriculum.

Please note all courses are subject to change depending on student’s interests and needs, as well as the need to include any further developments in curriculum content.

Note: Some extra requirements may need to be purchased by each student in some subjects.
YEAR 7

In Year 7 the units cross over aspects of both the relevant Australian Curriculum Areas of study documents which are Technologies, and Health and Physical Education. This course runs for 1 semester, and depending on the student group, a variation of these topics will be covered.

Topics:

All topics have Formative tasks where skills and knowledge are learnt during a variety of practical's and written exercises

Paperwork

Summative tasks:

  a) Scrapbook page based on 'Who am I'.
  b) Silhouette of self
  c) Impact of family on self-development

Textiles and Leisure

Summative tasks:

  a) Definition, history, imagine ‘if’...

  b) Using hand-sewing skills, design and make notions cube.

Breakfasts

Summative tasks:

  a) Complete various breakfast practical’s
  b) “Australian Guide to Healthy Eating” used to plan a nutritional breakfast
  c) “A special breakfast” - Assignment

Assessment criteria for both areas of study:

- Research
- Use of design process
- Selection and application of relevant information
- Safety
- Teamwork and class participation
- Recipe adaptations and interpretation
- Time and resource management
- Evaluation of processes and outcomes
- Effective literacy and numeracy skills
YEAR 8
The Food and Nutrition course complies with aspects of the Australian Curriculum areas of study Technologies, and Health and Physical Education. It runs for 1 Semester.

FOOD AND NUTRITION

Topics:
- Food by design
- Recipe reading and adaptation
- Basic nutrition
- Using appropriate skills to produce a variety of practical items.

Summative tasks:

a) Australian Guide to Healthy eating, its use and effectiveness.
b) Design process and recipe reading
c) Complete a variety of practical’s to learn/demonstrate basic food preparation and presentation skills.

YEAR 9
The Food and Nutrition course complies with aspects of the Australian Curriculum areas of study Technologies, and Health and Physical Education. It runs for 3 terms.

The Textiles course complies with aspects of the Australian Curriculum area of study Technologies. It runs for 1 term.

FOOD AND NUTRITION

Topics:

Formative tasks to learn skills and knowledge includes a variety of practical’s and written exercises

Lunches and greengrocers

Summative tasks:

a) History analysis of AGHE
b) Assignment “School Lunchboxes”
c) Excursion to Central Market
d) Understanding food habits - Assignment

Grains are Great

Summative tasks:

a) Group task – Pizza for sale.
b) Critique needs or opportunities to develop design briefs/ideas, implement and evaluate them.

Celebrations

Summative Task: a) Research 5 countries focus on how they celebrate Christmas, New Year and Easter (looking at food traditions, decorations beliefs, other).

b) Make biscuits and demonstrate sound use of basic cake decorating skills with a Christmas theme.
YEAR 9

TEXTILES

Topics:

Formative tasks to learn skills and knowledge includes a variety of practical’s and written exercises.

Clothing industry

Summative tasks:
   a) Impact of technological advancement on clothing
   b) Design and construct boxer shorts or PJ pants

Assessment criteria for both areas of study:
   • Research
   • Selection and application of relevant information
   • Design briefs
   • Safety
   • Teamwork and class participation
   • Recipe adaptations and interpretation
   • Time and resource management
   • Evaluation of processes and outcomes
   • Effective literacy and numeracy skills

Year 10

The Food and Nutrition course complies with aspects of the Australian Curriculum areas of study Technologies, and Health and Physical Education. It runs for 3 terms.

The Textiles course complies with aspects of the Australian Curriculum area of study Technologies. It runs for 1 term.

FOOD AND NUTRITION

Topics:

Formative tasks to learn skills and knowledge includes a variety of practical’s and written exercises will be undertaken

Gourmet hamburgers

Summative tasks:
   a) Design and produce a gourmet hamburger
   b) Place of hamburgers in the adolescent diet

Australian food fusion

Summative tasks:
   a) Define Australian food fusion
   b) Design and produce a food product that demonstrates Australian food fusion with a culture of each students heritage.
Teenager’s dietary habits

Summative tasks:
   a) Analyze and evaluate current individual eating patterns
   b) Effects of balanced and unbalanced diets – class discussion
   c) Design and produce a food product suitable for a teenagers diet

Celebrations 2

Summative tasks:
   a) Plan, prepare and present food for a specific entertainment genre
   b) Design and construct a Gingerbread house

YEAR 10

TEXTILES

Topics:

Formative tasks to learn skills and knowledge includes a variety of practical’s and written exercises will be undertaken

Knitted fabrics

Summative tasks:
   a) Fabric construction - knitting
   b) Design and make a child’s toy to donate to one of the school’s mission focuses

Assessment criteria for both areas of study:
   • Research
   • Selection and application of relevant information
   • Design briefs
   • Safety
   • Teamwork and class participation
   • Recipe adaptations and interpretation
   • Time and resource management
   • Evaluation of processes and outcomes
   • Effective literacy and numeracy skills

This course is subject to change depending on student’s interests and needs, as well as the need to include any further developments in curriculum content

Note: Some extra requirements may need to be purchased by each student.
PHYSICAL EDUCATION

All of the Physical Education courses run for two semesters. Lessons will accommodate all skill levels so all of the students in Years 7, 8, 9 participate. There is no streaming of classes in PE.

Students in Year 10 may choose this as an elective.

Aims

▪ Developing the body, mind and spirit in a safe environment.

▪ Developing physical skills and conceptual understanding from a basic to a socially acceptable standard.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the Key Competencies within the following Strands of the SACSA Framework:

1. Physical activity and participation.
2. Personal and social development.
3. Health of individuals and communities.

YEAR 7

Units of Work

▪ SASI Talent Search
▪ Touch
▪ Indoor Soccer
▪ T-ball/Softball
▪ Ten Pin Bowling
▪ Basketball

Assessment

1. Performance Checklists
2. Attitude/Effort
3. Team work
4. Skill/Technique
5. Behaviour

Excursions

▪ Wheelchair Basketball
▪ Ten Pin Bowling
▪ Three Cheers
YEAR 8
Units of Work
- SASI Talent Search
- Touch
- Indoor Rock Climbing
- Indoor Soccer
- Basketball
- Volleyball
- Badminton
- Athletics
- Hockey

Assessment
1. Performance Checklists
2. Attitude/Effort
3. Team work
4. Skill/Technique
5. Behaviour

YEAR 9
Units of Work
- SASI Talent Search
- Athletics
- Touch
- Football
- Lacrosse
- Volleyball
- AFL Football
- Squash
- T-ball/Baseball
- Netball
- Handball

Assessment
1. Performance Checklists
2. Attitude/Effort
3. Team work
4. Skill/Technique
5. Behaviour
PHYSICAL EDUCATION/OUTDOOR EDUCATION

YEAR 10 Elective

Units of Work

- SASI Talent Search
- Golf
- Basketball
- Volleyball
- Hockey
- Aquatics
- European Handball
- Badminton

Assessment

1. Performance Checklists
2. Attitude/Effort
3. Team work
4. Skill/Technique
5. Behaviour

Aims

This subject provides many opportunities for students to develop personal, practical and social skills in a variety of contexts. This subject leads students through exciting and challenging experiences developing the following:

**Personal and Social skills** - The programme emphasizes and enhances leadership development, increases confidence, develops problem solving and decision making skills, promotes a sense of achievement, identifies students' strengths and growth areas and interdependence through group work.

**Practical skills and Physical benefits** - Students embark on a number of Indoor and Outdoor activities throughout the year including: A variety of team sports and Hiking, Rock-climbing and Camping. Through these activities students will acquire and develop new skills using equipment specific to each of these activities. As part of this subject students will be encouraged to maintain a healthy lifestyle through developing fitness, healthy eating and increased time spent in nature and consider commencing the Duke of Edinburgh Award.

**Environmental awareness** - Students investigate the importance of effective planning towards outdoor activities and discuss the local, national and global impact of these activities on the environment. Students will be involved in the planning of their outdoor activities and will need to identify the influences of weather conditions, government policy and plan to minimise the impact on the environment.
Topics will vary from year to year depending on the interest of the group.

Might include:

What is Outdoor Education?

Theory: Developing an understanding of what Outdoor Education includes. In this section we will be developing the student’s leadership skills, team work skills, goal setting and communication skills.

Practical: Students will be developing essential rock-climbing, abseiling and belaying skills in this 6 week indoor rock climbing course and then students will attend Vertical Reality Climbing Centre for a more extensive rock-climbing experience.

Navigation, Maps and GPS

Theory: During this topic students will develop skills to read maps and identify landmarks and current walking trails in South Australia. Students will use equipment devices such as maps, compasses and GPS to establish and navigate through man made courses.

Practical: Students will embark on two full day hikes through the Adelaide hills to apply the skills they have learned in this topic.

Survival, First Aid & Camp Planning

Theory: Students will increase their knowledge about the importance of effective planning when going on expeditions or taking groups of people into remote locations. Students will embrace new problem solving, decision making and leadership skills through planning and responding to survival situations.

Practical: There are plans for this group of Outdoor Education students to participate and help develop the Year 9 camp, enhancing opportunities for these students to lead and help take on responsibility for small groups of Year 9 students on the camp. Students will develop their camping skills using equipment such as tents, trangia’s, backpacks etc. The students will also complete a basic first aid course to equip them to feel confident helping those in need.

Environment, Management, Government Policy and Aquatics.

Theory: Students will look at the changes to the environment as a result of increasing human usage for recreational sports and activities. They will discuss some of the current strategies used and suggest some future strategies that could be implemented to minimise the impact. Students will plan an expedition for a group of students identifying government policy and risk management. Practical: Incorporated into this unit, students will also look at the theory of aquatic activities and participate in a 1 day aquatics experience at West Lakes Aquatics Centre.
PHYSICAL EDUCATION THEORY & HEALTH LESSONS

We see this subject run in Year 7-9 Physical Education classes for a double lesson every fortnight and in Year 10, for a double lesson every week. This is so that students understand the link between physical activity and the important role their bodies have.

We look at the best ways to remain physically, mentally, spiritually and emotionally healthy whilst working in a social environment.

Both courses are designed to help students look at how their bodies function as well as decide upon issues that they are likely to face as young adults.

The Bible is used as the guide for every aspect of the course.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to work toward the appropriate standards found within the Australian Curriculum.

1. Physical activity and participation.
2. Personal and social development.
3. Health of individuals and communities.
YEAR 7

Units of Work

1. Introduction to Health and Physical Education
2. Myself and others
3. Being Sun Smart
4. How my body works
5. Relating skills
6. Changing and Growing
7. Active Lifestyle
8. Personal Hygiene Tips

YEAR 8

Units of Work

1. Body Systems and Energy
2. About Alcohol
3. First Aid
4. Fitness Tests
5. Basic Nutrition
6. Drug Education
7. Fitness Improvement

Assessment

- Topic tests
- Research papers and oral presentation
- Practical sessions e.g. posters,
- Peer interaction.
YEAR 9

Units of Work

1. Advanced Body Systems and Energy
2. Developing Movement Skills
3. Risk Taking
4. Marriage, Relationships and Sexual Health
5. Body Image and Self Esteem
6. Outdoor Ed Camp preparations

Assessment

- Topic tests
- Research papers
- Practical sessions e.g. fitness tests, camp preparation sessions
- Peer interaction

YEAR 10

Units of Work

1. Biomechanics
2. Fitness Programs
3. Key Areas of Fitness
4. First Aid and Sporting Injuries
5. Introduction to Sports Psychology

Assessment

- Topic tests
- Research papers
- Practical sessions e.g. skill teaching session
- Orals
GERMAN

Middle School German is learnt for two full years. The Year 8 Course is presently an introductory, compulsory course targeted towards second language learners with little or no prior knowledge of German. As the student’s progress through the Middle School into Year 9, they build upon their communicative skills in German in the domains: listening, writing, speaking and reading. Students are encouraged to choose German as an elective in Year 9 however, should they wish to continue in the ensuing years. This will give them the background they need to prepare for senior German. There is also opportunity for them in Year 9 and Year 10 Elective German to apply to travel to Germany on exchange at the end of Year 10 or Year 11 as well.

Aims

The aim of this course is to develop in students:

- their communicative potential in German in a range of contexts
- an appreciation for language as a system, which contributes to their literacy development
- an understanding of cultures and identities, which contributes to a better understanding of themselves
- an awareness of cultural diversity, and that cultural values and practices may be shared or may vary within and across cultures
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education and training both in Australia and Overseas.
- capacities to apply learning in languages to other Learning areas, to life in the wider community
- an appreciation for culture and the interrelationship between language and culture

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the capabilities within the following Strands of the Australian Curriculum Framework:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding
YEAR 8

Units of Work

- Cultural project: Creation of a German show-bag and a choice project.
- Introductory – Greetings/Talking about my world: Wie heisst du?
- Numeracy/Describing emotions– Wie geht’s?
- Families/Colours – Hast du Geschwister?
- Animals/Continents – Hast du ein Haustier?

Assessment

1. Vocabulary quizzes
2. Topic & Chapter tests
3. Workbook exercises
4. Reading Tasks
5. Listening Tasks
6. Written task for each topic
7. In class – role-plays, dialogues
8. A letter in German
9. Cultural Projects
10. Cultural reading tasks
YEAR 9 – Core German

This course is the second year of the beginners, compulsory German course at Year 9 level.

Units of Work

- The importance of learning German
- My Free Time/Sports/Hobbies
- Birthdays and dates and food
- School/Telling the Time
- Body Parts
- Cultural projects: Scavenger Hunt and German products and inventions and famous German people.

Assessment

1. Topic tests
2. Vocabulary quizzes
3. Reading Tasks
4. Listening Tasks
5. Role-plays and dialogues
6. Scavenger Hunt research assignment
7. Written tasks for each topic
8. A letter in German
9. Cultural Projects
10. Cultural readings tasks

Please note: Students have the opportunity to put their name down in Year 9 or 10 to go to Germany on Exchange at the end of Year 10 or 11 for 9 weeks.
YEAR 9 – Elective German

In order to have developed the appropriate level of skill required in language learning, students need to have completed this course to be ready for Year 10 German.

Units of Work

- The importance of learning German
- My Free time/sports/hobbies
- Birthdays, dates and parties
- Food in Germany – Cultural comparisons, Excursion to Central Market, Cooking of German food (biscuits, pretzels and cake)
- Hahndorf History Unit (+excursion)
- School/Telling time – Was ist dein Lieblingsfach?
- Pain & Body parts – Was ist los?
- Cultural projects – Scavenger Hunt
- Treffpunkt Berlin, DVD series
- Berlin and Festivals
- Famous people
- Karneval Mask making
- Easter and Christmas crafts (and baking)

Assessment

1. Vocabulary quizzes
2. Topic tasks – listening, reading, writing
3. Oral presentations and role play
4. A letter in German
5. Children’s book
6. Cultural assessments – Hahndorf research and multi-media presentations + Excursion follow-up
7. Topic and Chapter tests
8. Scavenger Hunt research assignment
9. Famous person talk and project
10. Cultural reading tasks

Excursions

For Elective Students: Visit to Hahndorf (no cost): Includes German Lunch. Central Markets: Includes lunch and sampling of German foods. Visit to the German Club for German meal. Opportunities: to take part in the ‘German Film Festival’ competition and attend as a cultural outing. Also the opportunity to attend the ‘German Day Out.’
YEAR 10 – Elective German

Units of Work

- Getting around a German town (transport and places)
- Famous German speakers
- Ordering food – cooking of German food and biscuits
- Fashion and clothes
- Weather
- Free-time and responsibilities at home
- My dream home
- Earning and spending money
- The past tense
- Barossa Valley Historical Unit + Excursion
- Teffpunkt Berlin DVD series
- Exchange programs and travelling overseas
- Festivals in Germany – Oktoberfest
- Christmas and Easter Crafts, and baking

Assessment

1. Vocabulary quizzes
2. Topic tasks – listening, reading, writing. Topic assignments
3. Topic & Chapter tests
4. Cultural written historical reading tasks
5. Oral presentations
6. Cultural journeys – Barossa Valley excursion booklet and excursion follow up
7. A letter in German
8. Resume
9. Oktoberfest research task
10. Fashion parade or weather report
11. Grammar tests

Excursion

The Barossa Valley – No Cost: Includes cottage visit, and Seppeltsfield Winery tour. Visit to the German Club for a German meal. Opportunity to take part in 'German Film Festival' competition and attend as a cultural outing.

Opportunity to attend the ‘German Day Out.’

Opportunity to apply for the SA – Hamburg and Bavarian Exchange program for Year 11 (9 Weeks). See the German staff for more details.
Science is a two semester course for each of the year levels in Middle School. Students are streamed in Years 8, 9 and 10 so that they can be taught, as a group, to a standard more in keeping with their abilities.

At Year 8 students are placed in Advanced or General Levels. At Year 9 students are also placed in Advanced, General or Applied levels. At Year 10, Advanced and General groups gradually move towards a physics-chemistry emphasis. Students are streamed mainly according to their subject achievement in Science.

Students can request, with parental consultation, to move to a higher stream.

Aims

- To appreciate that science is man’s understanding of God’s creation.
- To develop critical thinking about things scientific.
- To develop an interest in scientific phenomena.
- To develop a body of scientific knowledge.
- To be able to acquire scientific knowledge from various sources.
- To develop an awareness of the impact of science on society, technology and the environment e.g.: moral, ethical, economic and standard of living.
- To develop practical skills.
- To communicate scientific information in a variety of ways.

Within the Australian Curriculum, Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the capabilities within the following interrelated strands of the Australia Curriculum:

1. Science Understanding
2. Science as a Human Endeavour
3. Science Inquiry Skills

CREST: A programme of CREST is also undertaken at Year 8 level.
YEAR 7

Units of Work chosen from the list below

- Working a Laboratory
- Science Skills
- The Living World
- Forces
- Using Magnets
- How Things Work
- Earth in Space
- Separating Mixtures
- Earth's resources
- Living places

Assessment
1. Topic test, both theory and practical.
2. Practical reports.
3. Assignments on topics.
4. Short knowledge tests.

YEAR 8

Units of Work chosen from the list below

ADVANCED AND GENERAL

- Science at Work
- Chemical Reactions
- Energy in our Lives
- Investigating Heat Energy
- Growth and Reproduction
- Particles
- Cells
- Body Systems
- Elements and Compounds
- Everyday Substances
- Rocks

Assessment
1. Topic test, both theory and practical.
2. Practical reports.
3. Assignments on topics.
4. Short knowledge tests.
5. End of Semester Examinations
YEAR 9

Units of Work chosen from the list below

ADVANCED AND GENERAL
- Science is investigating
- Light and Sound
- Living with Microbes
- Inside the Atom
- Electrical Energy
- Everyday Reactions
- Body Balance
- Using Electricity
- Ecosystems
- Dynamic Earth
- Communication Technology

Assessment
1. Topic test, both theory and practical.
2. Practical reports.
3. Assignments on topics.
4. Short knowledge tests.
5. End of Semester Examinations.

YEAR 10

Units of Work chosen from the list below

ADVANCED AND GENERAL
- Investigating Reactions
- Road Science
- Inheritance
- Explaining Reactions
- Our Energy Future
- Periodic Table
- Earth Systems
- Evolution (mainly species survival)
- Exploring the Universe
- Electrochemistry
- Space Science

APPLIED
- Science is…
- Chemical energy
- Chemical reactions
- The body at war
- Reproduction
- Communicating
- Forces at work

Assessment
1. Topic test, both theory and practical.
2. Practical reports.
3. Assignments on topics.
4. Short knowledge tests.
5. End of Semester Exams
MATHEMATICS
MATHEMATICS

Mathematics is a two semester course for each of the year levels in Middle School. In Year 8 the students are grouped into either Advanced, General or Applied groups based upon the results of a sifting test done in the first lesson of the school year. This test is made up of two sections: arithmetic and comprehension based problems. In Year 9, the students are grouped into Advanced, General or Applied classes based upon a review of their performances in Year 8. In Year 10, the students are placed in one of the following classes: Advanced, General or Applied (Semester 1) Numeracy for Work and Community Life (Semester 2) based upon a review of their performances in previous years. Students in the Year 10 Applied class can only proceed to Stage 1 Essential Mathematics in Year 11. Completion of the Essential Mathematics unit at the end of Semester 2 in Year 10 with a “C” grade or higher, will meet the numeracy requirement of the SACE. The topics covered at each year level from Year 7 to Year 10 are part of the content outlined in the Australian Curriculum for each of these year levels.

Aims

- Appreciate and analyse the countless patterns in the world around us that confirm the design and wisdom of God our Creator.
- Encourage a desire to seek the treasure to be found in the mathematical structure of God’s creation.
- Foster an awareness of and a quest for a sense of order in all that we do.
- Realise and demonstrate that mathematics is relevant personally and to our community.
- Facilitate the exploration of relationships between different mathematical ideas and principles.
- Apply mathematical understanding to learning in all curriculum areas.
- Develop problem-solving skills and techniques that can be used in all facets of life (in particular, how to apply known methods to new situations).
- Know why the methods of mathematics work.

Intended Outcomes

Well structured teaching and learning activities will provide opportunities for the students to develop the competency within the following strands of the Australian Curriculum:

6. Number and Algebra
7. Statistics and Probability
8. Measurement and Geometry
YEAR 7

Topics (based upon the Australian Curriculum)

NUMBER AND ALGEBRA

- Whole numbers
- Index Notation
- Prime Numbers
- Negative numbers
- Fractions
- Ratios and Rates
- Decimals and Percentages
- Patterns and Algebra
- Linear Equations
- Plotting points and line graphs

MEASUREMENT AND GEOMETRY

- Measurement
- Transformations
- Solids
- Angles and negative numbers

STATISTICS AND PROBABILITY

- Chance
- Displaying data
- Measure of the centre

Assessment

1. Topic tests
2. Homework exercises and quizzes
3. Short Investigations/projects

YEAR 8

Topics (based upon the Australian Curriculum)

NUMBER AND ALGEBRA

- Fractions and decimals
- Percentages
- Ratios and Rates
- Index notation and laws
- Algebraic patterns
- Algebraic expansions and factorisation
- Linear Equations
- Coordinate Geometry

MEASUREMENT AND GEOMETRY

- Perimeter and Area
- Volume and capacity
- Circle properties
- Time
- Congruence
- Quadrilateral Properties
- Transformations

STATISTICS AND PROBABILITY

- Sets and Venn diagrams
- Probability
- Collecting and analysing data
- Measure of the centre

Assessment

1. Topic tests
2. Homework exercises and quizzes
3. Short Investigations/projects
4. End of Semester Examinations
YEaR 9

ADVANCED and GENERAL

Topics (based upon the Australian Curriculum)

- Basic algebra – like terms
- Percentages
- Financial Mathematics
- Expansions using distributive law
- Linear Equations
- Surds and Pythagoras’ Theorem
- Indices
- Statistics
- Coordinate Geometry
- Sets and Venn Diagrams
- Probability
- Simultaneous Equations
- Factorisation
- Quadratic Equations
- Formulae
- Trigonometry
- Similarity and Congruence
- Length and Area
- Surface Area, Volume & Capacity
- Proportion
- Non-Linear Graphs
- Interpreting Tables and Graphs

Assessment

1. Topic Tests
2. Homework Exercises
3. Investigations
4. Mathematics Challenge (Advanced)
5. End of Semester Examinations

YEaR 9

APPLIED

Topics (based upon the Australian Curriculum)

- Number operations
- Basic algebra
- Percentages
- Money and Financial Mathematics
- Statistics
- Measurement
- Pythagoras’ Theorem
- Probability

Assessment

1. Topic tests
2. Homework exercises
3. Investigations
4. End of Semester Examinations
YEAR 10
ADVANCED AND GENERAL

Topics (based upon the Australian Curriculum)

- Algebraic Expansions and Factorisation
- Indices
- Surds
- Pythagoras’ Theorem
- Linear equations and Inequalities
- Right angled Trigonometry
- Formulae
- Coordinate Geometry
- Simultaneous Equations
- Quadratic Equations
- Quadratic Functions and their graphs
- Algebraic Fractions
- Exponential Functions and Logarithms
- Measurement
- Probability
- Statistics

YEAR 10
ESSENTIAL MATHEMATICS

Topics (based upon the Australian Curriculum)

- Earning and Spending
- Data in Context
- Investing
- Measurement

Assessment

1. Topic tests
2. Projects/Investigations
TECHNOLOGY
TECHNOLOGY STUDIES

In Years 7 and 8 Technology Studies is offered in Semester 1 or 2 for 4 lessons a week to give an opportunity for all students to experience building and construction in a workshop environment. The focus is using tools and machines safely, marking out, cutting lengths, joining and finishing using the basic constructional material of timber. The Year 7 course is based on structures and vehicles. The Year 8 course is based on utility products.

Aims

Year 7 and 8

- To gain experience from working in a practical workshop environment.
- To introduce students to the need for an awareness of occupational safety issues when using tools, equipment and materials individually or when working as part of a team.
- To develop an understanding, knowledge and appreciation of the world of construction.
- To develop an understanding of the different characteristics of materials.
- To develop skills in working with constructional materials, cutting to size, shaping, jointing, assembling and finishing.

Aims

Year 9 and 10

Technology Studies is offered as an elective subject for 4 lessons per week. The focus is designing and constructing projects or developing procedures for the use of timber components.

- To learn how to operate tools and equipment using appropriate safe operating procedures.
- To develop basic constructional skills.
- To follow a design brief with constraints.
- To investigate and research appropriate ideas for the skills previously taught and to diagrammatically present this work initially as ideas sketches and then produce an accurate working drawing.
- To learn and demonstrate competency in the skills associated with constructing a designed product.
- To develop ideas and concepts to produce working drawings and construct the material product or system control product in a sense as a prototype for the market place.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop:

- Critiquing current ideas, technologies and construction methods.
- Designing from a design brief.
- Making. Constructing from set procedure lists with experience there are opportunities leading to students developing individual activities from a design brief following a systematic process.
- Evaluating the completed product and procedures used against standards in the market place.
YEAR 7

Units of Work

- Building structures based on using machined timber 7mm x 7mm, and PVA adhesive or hot glue guns.
- The construction of a dice using materials and machinery.
- Toy making: a cardboard car, using Stanley knives and hot glue guns, finished with gloss enamel, fitted with wheels.

Assessment

This is based on an assessment of each unit of construction against criteria such as:

- Construction skills.
- Functional success of the construction.
- Accuracy against a standard.
- Overall quality of finish.

With some of the units students may be required to produce a drawing or do some written research or planning into the topic and this work will be assessed.

YEAR 8

Units of Work

Units of work are based on timber construction:

- Introduction to the constructional material with a trial and error exercise.
- The design brief with constraints.
- Ideas and working drawings.
- Production of the item – door stop, utility box, plane, articulated toy, etc.
- Associated theory work relating to materials, tools, equipment and processes.
- Appraisal and evaluation of the finished item.

Assessment

Units of work are marked for the drawing, construction and evaluation components.

A minor test and a major test each term.
YEARS

Units of Work

Design Briefs and production of item:

- Spice rack
- Box with hinged lid
- Stool
- Toy train
- Cord winder
- Plaque (sign)

Assessment

1. The practical work is assessed for construction skills, the design and drawing component and the evaluation.
2. Three tests are given.

YEARS

Units of Work

- Design Briefs and production: fold up camp stool, puzzle, coffee table, bottle rack, etc.

Assessment

1. The practical work is assessed for construction skills, the design and drawing component and the evaluation.
2. Three tests and one exam are given in each semester.
ENGINEERING

Year 9 Engineering Elective gives students opportunities to problem solve in many different areas with many types of resources and equipment. The focus is for students to gain the appropriate skills in basic electronic design and understand electronic components and circuitry. Also to gain knowledge and skills in Computer Aided Design (CAD) using Google SketchUp. Students who perform well may also have the opportunity to be picked for the Science and Engineering Challenge, which is run annually. Students can continue to do Engineering in Year 10. Engineering is offered in both semesters.

Aims

General

- To understand the broad range of engineering.
- To develop engineering methods and thinking.
- To develop problem solving skills.
- To understand the techniques for different types of engineering.
- To work closely with local industry.
- To represent the College at the annual Science and Engineering Challenge.
- To work individually and within a small group on projects.

Electronics

- To expose students to basic electronic tools and equipment used in industry.
- To expose students to basic electrical terminology and circuit symbols used in industry.
- To develop soldering and de-soldering skills.
- To understand the operation of basic electronic components.
- To understand the use of the digital multimeter.
- To develop the necessary skills to construct basic electronic circuit on strip board.
- To develop the necessary skills to analyse basic electronic circuit operations.
- To develop the necessary fault finding skills.

Computer Aided Design

- To develop necessary skills in CAD design.

Intended outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop:

- Critiquing
- Designing
- Making
- Evaluating
YEAR 9

Units of Work

This is a two semester long course.

- First aid and Safety
- Types of Engineering
- Electronic tools and equipment
- Basic electrical terminology and circuits
- Soldering and de-soldering
- Basic Electronic components operation
- The use of the Digital multimeter
- Basic circuit building techniques
- Basic Fault finding techniques
- ‘LED Sled’ Project
- Science & Engineering Challenge Activities
- Understanding Google SketchUp
- Google SketchUp tutorials
- Engineering Report
- Prototype This
- CO2 Car Design Project
- Design to Model (Concept to Creation)
- Understanding Micro-controllers
- Programming Micro-controllers

Assessment:

1. Theoretical Tests
2. Practical Tests
3. Practical Processes
4. Individual Projects
5. Group Projects
6. ICT Presentations
7. Homework Assignments
8. No Exam
YEAR 10

Year 10 Engineering Elective gives students opportunities to continue to problem solve in many different areas with many types of resources and equipment. The focus is for students to gain the appropriate skills in advanced electronic design and understand electronic components and circuitry. Also to enhance their knowledge and skills in Computer Aided Design (CAD) using Google SketchUp. Students who perform well may also have the opportunity to be picked for the Science and Engineering Challenge, which is run annually. This is a two semester long course. Knowledge from the Year 9 Engineering Elective is highly recommended, but not necessary.

Aims

General

- To further understand the broad range of engineering.
- To further develop engineering methods and thinking.
- To further develop advanced problem solving skills.
- To further understand the techniques for different types of engineering.
- To work closely with local industry.
- To represent the College at the annual Science and Engineering Challenge.
- To work individually and within a small group on projects.

Electronics

- To expose students to more advanced electronic tools and equipment used in industry.
- To expose students to more advanced electrical terminology and circuit symbols use in industry.
- To further develop soldering and de-soldering skills.
- To understand the operation of advanced electronic components.
- To understand the use of the digital multimeter.
- To develop the necessary skills to construct more complex electronic circuit on strip board.
- To further develop the necessary skills to analyse basic electronic circuit operations.
- To further develop the necessary fault finding skills.

Computer Aided Design

- To further develop necessary skills in CAD design.

Intended outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop:

- Critiquing
- Designing
- Making
- Evaluating
Units of Work

This is a two semester long course.

- First aid and Safety
- Electronic tools and equipment
- Advanced electrical terminology and circuits
- Soldering and de-soldering
- Advanced Electronic components operation
- The use of the Digital multimeter
- Advanced circuit building techniques
- Advanced Fault finding techniques
- Science & Engineering Challenge Activities
- Engineering Report
  - Bridge Project
- Balsa Bridge
- Design to Model
- Understanding Micro-controllers at a more complex level
- Programming Micro-controllers

Assessment:

1. Theoretical Tests
2. Practical Tests
3. Practical Processes
4. Individual Projects
5. Group Projects
6. ICT Presentations
7. Homework Assignments
8. No Exam
DIGITAL TECHNOLOGY

By the end of Year 8, students will have had opportunities to create a range of digital solutions. Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

YEAR 8

Aims

- To understand the broad range of Digital Technologies.
- To develop computational thinking.
- To develop problem solving skills.
- To work individually and within a small group on projects.
- To begin to learn a programing computer language
- To develop skills in the construction and programing of robotics.
- To understand the process and production skills of Digital Technologies

Intended outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the competencies within the Australian Curriculum.

- Critiquing
- Designing
- Making
- Evaluating
- Analysing
- Investigating
MEDIA ARTS

The Year 9 and 10 elective is an opportunity to experience the different technologies involved in sound, video and lighting. The focus is to give the opportunity for students to gain the appropriate skills and experience in order to be able to use a variety of technologies in their respective youth groups and churches, and to lead into prospective careers in the industry.

Aims

- To develop skills in video production and editing – including advanced video editing software and effects.
- To develop skills in video camera operation
- To develop skills in analysing and critiquing media.
- To develop skills in working with live sound mixing and reinforcement.
- To develop skills in working with theatre and studio lighting.

Intended outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the competencies within the Australian Curriculum.

- Critiquing
- Designing
- Making
- Evaluating
- Analysing
- Investigating

Units of Work

- Software video editing – using Adobe Premiere.
- Video Camera Operation – Techniques, shot types and shot composition
- Film Production techniques – Interviews using a green screen, sports action scenes, short films.
- Live Sound Mixing – Set up, mixing and fault finding of live sound.
- Media Studies – Analysis of contemporary movies and their video/special effects and techniques.
- Lighting – Set up, and operation of the lighting desk and a studio lighting setup.

Assessment

1. Practical processes
2. Practical assessments
3. Participation in School event/s
4. Written evaluations
CO-CURRICULAR ACTIVITIES

Temple Christian College has a very vibrant range of co-curricular activities to offer Students throughout the year. Our focus of giving students the opportunity to develop their God given gifts and talents sees a wide range of sporting and non-sporting activities in which the students can choose to participate. The co-curricular programme is very dynamic, changing as the interest and expertise of staff and students change. There has been a core of activities that the school has been involved in for a long time.

The sporting co-curricular activities enable students to compete against schools belonging to the Western Zone, South Australian Christian Schools Association and to be involved in State and National Competitions.

The range of sports include:
Swimming, Athletics, Cross Country, Tennis, Basketball, Soccer, Football, Netball, Volleyball, Table Tennis, Cricket, Golf, Ice Hockey, Horse Riding.

The range of non-sporting activities include:
Concert Band, Various Choirs, Various Ensembles, Dance, Musical, and Debating teams.

Youth and Service activities in the school. These include:

We are very proud of the large number of Students who choose to participate in these various co-curricular activities and we are always looking for more ways of student involvement.