Middle School Curriculum Handbook 2023

KAPUNDA High School

LABOR OMNIA VINCIT

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INTRODUCTION

This handbook is designed to help you select the best subjects for you to study.

The organization is designed to:

- Give parents and students some say in what students study whilst still providing a balanced course within the Australian Curriculum (AC).
- Enable students to repeat individual semesters of work without repeating a whole year's work.
- Enable students to spend extra time on subjects where they have an interest, talent or career need.
- Enable students to study units of work above or below their year level if this is appropriate.
- Give students the same amount of time each week in each subject they are studying.

COURSE ORGANISATION

In Years 7-10 students will study 7 subjects at a time for a SEMESTER (approximately 20 weeks). In some areas of study year 8 students will study a subject for 1 term (approximately 10 weeks).

The work covered is divided into the following year levels:

- Year 7
- Year 8
- Year 9
- Year 10

Whilst we expect most students will do work of a standard corresponding to their year level, students may, where appropriate, do work at different levels from this, and where appropriate, a hybrid (or mixed year level) course may be worked out.

Students, their parents and counsellors, will follow a careful step by step procedure to decide on their subjects. In year 8, much of the early work is fixed so students don't have to make choices before they are ready.

ASSESSMENT

YEARS 7-10

Grades A, B, C, D, E and N/A are given. The meanings of the grades are as follows:-

A **Excellent** achievement of what is expected at this year level.

B **High** achievement of what is expected at this year level.

C **Satisfactory** achievement of what is expected at this year level.

D **Partial** achievement of what is expected at this year level.

E **Limited** achievement of what is expected at this year level.

N/A On occasion not applicable grade will be given. It is given when students miss too much of a unit to make a meaningful grade possible, or when students withdraw from the subject.

PROCEEDING TO THE NEXT LEVEL

This decision will be made in consultation with the student, parents and Year Level Coordinator, and will be based on whether the student has a realistic chance of success in the subject at the next level.

Factors taken into account would include:

- Achievement grade at the current level
- Study habits
- Whether academic or practical requirements change at the next level.

In some cases, a good standard and/or some extension work may be required.

CHOOSING YOUR COURSE

YEARS 7-10

This system requires students to take responsibility for making decisions about their schooling. The following steps are outlined to enable wise decisions to be made. **It is our belief that the practising of decision making in this way will help students develop responsibility and the important skills needed in making decisions.**

HOME GROUP TEACHER

Each student has a home group teacher who will meet individually with students from time to time throughout the year and will offer them assistance and guidance during this subject selection process. They will:

- Provide information regarding the courses;
- Assist students to plan ahead;
- Assist students to develop organisational & study skills;
- Help students to identify their strengths and interests.

CHOOSING SUBJECTS – WHEN

Students planning for Year 9 or Year 10 will choose their subjects for the whole year (generally 14 semesters or the equivalent) during the latter part of the previous year. There will be the flexibility to make subsequent alterations where these will be for the benefit of the student and are possible (class sizes and facilities). These changes will require the approval of both parent and Year Level Coordinator.

BEFORE CHOOSING SUBJECTS

As a result of the counselling process, prior to subject choice students should have:

- A clear idea of available subjects and their implications;
- An appreciation of their individual strengths and interests;
- Some idea of the kinds of courses and subjects required by different careers.

Just before the time for subject choices, students will have the opportunity to listen to information about the various subjects and ask questions of their home group teacher, subject teachers and Curriculum Coordinators. They will spend time going over the process of selection and filling in the form, prior to their final selection. All students are encouraged to discuss their options with parents and make an initial selection of subjects, based on their own individual needs.

SUBJECT CHOICE COUNSELLING SESSION

An appointment an be made by students (and parents if they wish) to make a firm selection of subjects in consultation with the Home Group teacher and the Year Level Coordinator.

These will be the selected subjects for the student unless they are impossible to programme (e.g. classes oversubscribed/under subscribed or clashing in the timetable). In this case further consultation with students and parents will follow.

A complication may arise at this stage in the case of people who are undecided or who haven't, as yet, decided at all on a career direction. These people need to adopt an approach that keeps their options open as far as possible, so that when they do decide, they haven't cut themselves out by too narrow a subject choice.

FINAL CHECK (IN ORDER OF IMPORTANCE)

You should now look at your list of subjects and see how they measure up against the following considerations:

Does my choice of subjects include the compulsory subjects as required?

Have I over specialised?

You may be pinning your future on too narrow an area or subject choice. The world of work is changing rapidly; you need a reasonably broad range of subjects to allow for this.

Am I certain where all my subjects lead?

Do they prepare you for what you want, e.g. Tertiary study (University, TAFE), further training and employment?

Are these realistic subject choices for me?

Don't shirk a challenge but make sure you have a reasonable chance of success.

Am I selling myself short?

If you have ability, then lack of confidence, stereotyping yourself, or following what you see as 'easy options' may mean you are selling yourself short. This may have results for your entire life; you may always be behind where you could be.

Am I retaining some balance?

Although you will be specialising to some degree along career lines, don't lose sight of the real need to keep your entire mind engaged and developing. Most jobs require skills in a number of areas, not just one. People and communication skills, ability to work in a group and problem solving skills, for instance, are central to the world of work.

'DON'TS' IN CHOOSING

The following are traps that should be avoided if you sincerely want the best set of subjects for you.

- DON'T just do what your friends are doing.
- DON'T prejudge subjects on little or no information and then select or reject these in consequence.
- DON'T duck thinking about the whole thing beforehand and then take whatever looks good on the day.
- DON'T decide in isolation. Include your parents, counsellor etc. in your decision making process.

The Department for Education and Children's Services policy and curriculum documents outline the directions schools should be heading and what kinds of things students should be learning at school.

The expectation is that all students, especially those in the junior school (Years 8-10), will do courses that provide coverage or a balance of all of these areas.

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YEAR 7 SUBJECTS

YEAR 8 SUBJECTS

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YEAR 9 SUBJECTS

7 DRAMA

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

We offer Japanese at Kapunda High School. Japan is Australia's second largest trading partner. Australia exports billions of dollars of goods to Japan every year. Japan is also the source of large numbers of tourists to Australia. In this context, the study of Japanese is tremendously valuable in a language competitive employment market.

The study of Japanese encourages students to listen, speak, read and write about themselves and others, developing intercultural communication skills in the process. This course introduces students to aspects of Japanese culture and requires students to exchange information, share opinions and make decisions.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Year 7 Drama is an introduction to basic dramatic skills with an emphasis on communication, concentration and collaboration.

Students will develop creativity and problem-solving skills as they work in groups to devise and perform short, unscripted stories on stage as different and interesting characters.

The course is mainly practical, with some dramatic theories and industry contexts explored throughout.

LEADS TO:

Year 8 Drama

ASSESSMENT:

Assessment is based on students' participation in rehearsals and performances on stage, as well as a research theory task about roles in the performing arts industry.

7 ENGLISH

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

This is a compulsory full year subject that is integrated thematically with Year 7 HASS. Students will complete tasks based on the themes determined by the HASS content (see Year 7 HASS course details in this booklet).

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in their written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Some topics include:

- Novel studies and narrative writing linked to studies of Ancient Greece and indigenous perspectives;
- Multimodal responses to issues such as water security, waste and sustainability;
- A film study.

LEADS TO:

Year 8 English

ASSESSMENT:

Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affects meaning.

They are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge a point of view.

Each class teacher assesses written, visual and oral work. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

7 HUMANITIES AND SOCIAL SCIENCES (HASS)

CONTACT PERSON:

Miss Natasha Koritsa, Ms Kim Poland or Mrs Nicola Winkworth

ADVICE TO STUDENTS:

This is a compulsory full year subject that encompasses History, Civics and Citizenship, Geography, and Economics and Business. It is integrated thematically with Year 7 English. Students will complete tasks based on the themes determined by the HASS content.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.

An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.

In Year 7, students are expected to study the sub-strand Deep time history of Australia and at least one of the topics from the ancient world sub-strand:

- Greece;
- Rome;
- Egypt;
- India;
- China.

Geography

Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Place and liveability – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

Economics and Business

Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

Civics and Citizenship

In Year 7, students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

LEADS TO:

Year 8 HASS:
History
Geography
Civics and Citizenship
Economics and Business

ASSESSMENT:

- Historical Timeline;
- Narrabeen Man Exposition;
- Agora Day;
- Our Acknowledgement of Country;
- Water and the World Information Report;
- Sustainability Campaign;
- Business Report on Ethical Farming;

7 HEALTH AND PHYSICAL EDUCATION

CONTACT PERSON:

TBA

ADVICE TO STUDENTS:

In Year 7, Health and Physical Education is a compulsory subject for two semesters.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within required deadlines.

SPECIAL REQUIREMENTS:

Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim hat must be worn for outdoor lessons.

Non-marking sports shoes must be worn for practical lessons.

COURSE DETAILS:

Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their peformance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteen, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component.

Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Athletics, Refining Movements, Fair Play, Bend and Flex, Net Games and Invasion Games.

Personal, social and community health component.

This area covers:

- The Shine Program (Relationships and Sexual Health);
- Drugs and Alcohol.

LEADS TO:

Year 8 Health and Physical Education (compulsory unit

ASSESSMENT:

Assessment is based on class discussions and exercises, individual and goup tasks, book work and research skills.

Considerable emphasis will be placed on active and cooperative participation in class activities.

Physical Education

- Revising and refining fundamental skills;
- Skills-based analysis;
- Skills checklists and theeory rubrics to measure the depth of understanding.

Health

- Implementing mental health and wellbeing strategies;
- Community Health Awareness.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set, regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperate and participate fully in lessons;
- Wear appropriate PE uniform and footwear;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness level;
- Follow and demonstrate safety procedures;
- **Students will be required to wear broad-brim hats during outdoor lessons per the SunSmart Policy.**

7 LANGUAGE - JAPANESE

CONTACT PERSON:

Mr Scott Durand

ADVICE TO STUDENTS:

We offer Japanese at Kapunda High School. Japan is Australia's second largest trading partner. Australia exports billions of dollars of goods to Japan every year. Japan is also the source of large numbers of tourists to Australia. In this context, the study of Japanese is tremendously valuable in a language competitive employment market.

The study of Japanese encourages students to listen, speak, read and write about themselves and others, developing intercultural communication skills in the process. This course introduces students to aspects of Japanese culture and requires students to exchange information, share opinions and make decisions.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

This course continues learning from primary school or enables students to study Japanese for the first time. Students study hiragana and language to introduce themselves. Students also produce an information report on Japanese belief systems, focusing on monsters and gods.

7 MATHEMATICS 1

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 7 mathematics classes occur in home groups, with students having the same teacher for Science to enable greater cross-curricular study. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year. Students should plan to keep their calculator for their entire high school course of study.

Students will all attend an excursion to the Adelaide Zoo during Term 2 (exact cost TBA) to support their studies of Science (biology) and Mathematics (measurement).

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability. Topics include: number and order of operations; fractions, decimals and percentages; measurement, and geometry.

All classes will receive part time SSO support, and students can also access the Learning Support Centre, as required.

LEADS TO:

NA

ASSESSMENT:

Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

7 MATHEMATICS 2

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 7 mathematics classes occur in home groups, with students having the same teacher for Science to enable greater cross-curricular study. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year. Students should plan to keep their calculator for their entire high school course of study.

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability. Topics include: patterns and algebra; linear relationships, statistics, and chance.

All classes will receive part time SSO support, and students can also access the Learning Support Centre as required.

LEADS TO:

Year 8 Mathematics

ASSESSMENT:

Progressive assessment, based on the Australian curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

7 MUSIC

CONTACT PERSON:

Mrs Carolyn Thorne

SPECIAL REQUIREMENTS:

Only students participating in the school's instrumental program, or taking instrumental lessons outside KHS, are able to study music beyond Year 10.

COURSE DETAILS:

Students will be encouraged to be actively involved in making music through playing, singing, listening and learning to read music notation.

Classroom instruments will be used to reinforce practical skills.

LEADS TO:

Year 8 Music

ASSESSMENT:

Assessment is based on:

- Students' positive participation in practical activities;
- Development of practical skills to a standard appropriate to the level of study;
- Completion of written tasks including theory tests and worksheets, assignments and listening activities.

7 TECHNOLOGIES

CONTACT PERSON:

Mr Paul Johnson

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Students will engage in aspects of both Design and Technology, and Digital Technologies. Introducing students to using the design process will be a focus, with students using a range of software and hardware, including CAD/CAM technologies and the development of electronic circuits.

LEADS TO:

Year 8 Design and Technology

Year 8 Digital Technologies

ASSESSMENT:

Assessment will be project based, which will consist of practical and theory elements. Students will be expected to complete all projects in the course.

7 VISUAL ART

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbusch

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Through studying Art, Craft and Design, students develop the ability to understand, appreciate and evaluate art, as well as the skills to communicate their creative ideas.

This unit is an introduction to Art studies and focuses on the basic elements of line, texture, colour and shape.

Students may work in the practical areas of drawing, painting, sculpture and design. The unit will include some Art analysis and appreciation studies.

LEADS TO:

Year 8 Visual Art

ASSESSMENT:

Assessment is based on:

- Students' participation in class discussions and progress on practical tasks, such as acting on feedback and developing their ideas from planning to finished art works;
- Punctually completing all practical tasks and homework, as set by the teacher, to a standard appropriate to the level of study;
- Students are encouraged to work with a wide variety of media.

8 DESIGN AND TECHNOLOGY

CONTACT PERSON:

Mrs Adele Butler or Mrs Samantha Fetherstonhaugh

ADVICE TO STUDENTS:

Assists students to become more independent. It promotes the health, healthy eating and personal development of individual students and encourages respect for themselves and others. Learning is aimed toward work, leisure and life experiences, and sustainability practices.

SPECIAL REQUIREMENTS:

Course cost: $10 as at September 2022. Please note: This may increase due to inflation.

COURSE DETAILS:

Students participate in one term of Home Economics. Within the term there will be a range of topics to develop skills in kitchen safety, safe food handling, food preparation skills and sustainable food practices.

LEADS TO:

Year 9 Living and Lifestyle

Year 9 Taste and Technology

ASSESSMENT:

- Skills;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Investigations;
- Evaluation reports;
- Self assessment/peer assessment;
- Independent studies;
- Group activities.

8 DRAMA

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

This is an elective subject.

SPECIAL REQUIREMENTS:

Students are expected to wear covered shoes and tie hair back and up whilst in the workshops; and comply with safety expectations, including the Safe Operating Procedures (SOPs) of all tools and machinery.

COURSE DETAILS:

Year 8 Drama builds on the dramatic skills developed in the Year 7 course with an emphasis on communication, concentration and collaboration.

Students will build creativity and problem-solving skills as they work in groups to devise and perform short scripted and unscripted plays. They will learn the fundamentals to applying various dramatic styles and creating more complex characters on stage, utilising voice and physical expression.

Students may have the opportunity to perform in front of an audience other than their classmates.

LEADS TO:

Year 9 Drama

ASSESSMENT:

Assessment is based on 80% practical tasks and 20% theory, addressing students' application of dramatic styles in rehearsals and performances on stage.

Tasks include:

- Short studies of various dramatic styles;
- Short, small group performances, applying the dramatic styles learnt.

8 ENGLISH

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

This is a compulsory full year subject. Data including NAPLAN, reading reports and term reports will be used to place students in the appropriate class for one or both semesters and content differs in terms of pace of delivery and some assessment types. Students who have difficulty with English have the opportunity to be in a smaller class where the focus is on building confidence and developing sound literacy skills for life, learning and work.

COURSE DETAILS:

English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in their written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Students will produce a variety of written and spoken texts in a range of contexts for different audiences and use task specific literary techniques. They will also read a number of texts about different ideas, issues and cultures.

Topics include:

- Novel and film studies involving a range of responses, including essays, discussions, and multimodal presentations. Novels studied may include *Don't Call Me Ishmael*, *Dougy*, *Fighting Ruben Wolfe*, *Hatchet*, *Holes*, *So Much to Tell You*, *Two Weeks with the Queen*.
- Films, which may be paired with novels as comparative studies, include *Perks of Being a Wallflower*, *Stand By Me*, *The World's Fastest Indian*.
- Narrative and persuasive writing about a range of topics, including the origins of our language, indigenous perspectives and sustainability.

LEADS TO:

Year 9 English

ASSESSMENT:

Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affects meaning.

8 HEALTH AND PHYSICAL EDUCATION

CONTACT PERSON:

TBA

ADVICE TO STUDENTS:

In Year 8, Health and Physical Education is a compulsory subject.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within the required deadlines.

SPECIAL REQUIREMENTS:

Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim hat must be worn for outdoor lessons.

Non-marking sports shoes must be worn for practical lessons.

COURSE DETAILS:

Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their peformance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteen, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component.

Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Athletics, Refining Movements, Fair Play, Bend and Flex, Net Games and Invasion Games.

Personal, social and community health component.

This area covers:

- The Shine Program (Relationships and Sexual Health).

LEADS TO:

Year 9 Health and Physical Education (compulsory unit

Year 9 Physical Education (choice unit)

ASSESSMENT:

Assessment is based on class discussions and exercises, individual and goup tasks, book work and research skills.

Considerable emphasis will be placed on active and cooperative participation in class activities.

Physical Education

- Skills-based analysis;
- Skills checklists;
- Theory rubrics to measure the depth of understanding.

Health

- Investigation related to Shine Program.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set, regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperate and participate fully in lessons;
- Wear appropriate PE uniform and footwear;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness level;
- Follow and demonstrate safety procedures;
- **Students will be required to wear broad-brim hats during outdoor lessons per the SunSmart Policy.**

8 HUMANITIES AND SOCIAL SCIENCES (HASS)

CONTACT PERSON:

TBA

ADVICE TO STUDENTS:

This is a compulsory subject in the Australian Curriculum. HASS runs for a full year and encompasses History, Civics and Citizenship, Geography, and Economics and Business.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

History

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

Geography

Landforms and landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.

Economics and Business

Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.

Civics and Citizenship

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. 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, and how this contributes to active citizenship.

LEADS TO:

Year 9 History
Year 9 Geography

ASSESSMENT:

- Historical Timeline;
- Medieval Castles or Diary Entries;
- Debate: Knights versus Samurai;
- House of Representatives Political Campaign

and Debate;
- Landscapes and Landforms;
- Megacity Investigation: China;
- Sustainable Cities;
- $20 Boss.

8 LANGUAGE - JAPANESE

CONTACT PERSON:

Mr Scott Durand

ADVICE TO STUDENTS:

NA

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

This course continues from Year 7 Japanese. Students continue to learn hiragana and are also introduced to katakana. They learn language to communicate in familiar situations and produce a biography of a friend or person of interest in Japanese. Student produce an information report on Japanese festivals.

8 MATHEMATICS 1

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 8 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens, and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx.. $25), but students should aim to use the same one issued in the stationary packs from year 7.

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability. Topics include directed numbers; order of operations; financial mathematics; measurement, and geometry.

Classes are ability grouped and students identified in need of extra learning support may be placed in a smaller, supported Numeracy class. All students can also access the Learning Support Centre when requested or required.

LEADS TO:

NA

ASSESSMENT:

Progressive assessment, based on the Australian curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

8 MATHEMATICS 2

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 8 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens, and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx.. $25), but students should aim to use the same one issued in the stationary packs from year 7.

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability. Topics include expanding and factorizing; solving equations; linear modelling, statistics, and chance.

Classes are ability grouped and students identified in need of extra learning support may be placed in a smaller, supported Numeracy class. All students can also access the Learning Support Centre when requested or required.

LEADS TO:

9 Mathematics

ASSESSMENT:

Progressive assessment, based on the Australian curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

YEAR 8 MUSIC

CONTACT PERSON:

Mrs Carolyn Thorne

SPECIAL REQUIREMENTS:

Students are encouraged to participate in the KHS Instrumental Music program.

LEADS TO:

Year 9 Elective Music

COURSE DETAILS:

In this semester course students build on their prior learning and experience in music. Students learn music through the practices of listening, composing, performing and responding. Classroom instruments (keyboard, guitar, drums and percussion) are used to develop and reinforce practical and theoretical concepts.

In year 8 music, students explore and respond to:

- Music and music practices across cultures, times, places and/or other contexts;
- The diversity of music created by First Nations Australians.
- Develop creative and critical practices and skills for listening to, composing, performing and responding to music.
- Compose music in different forms and genres using aural skills and/or digital tools as appropriate.
- Present performances to a specific audience

ASSESSMENT:

Assessment is based on practical and theory tasks:

- Individual practical skills assessment/ performance on chosen instrument or voice;
- Participation and performance in the class ensemble;
- Elements of Music – theory, aural and listening tests/written tasks;
- Composition;
- Reflection on music from different cultures and styles.

8 DESIGN AND TECHNOLOGY

CONTACT PERSON:

Mr Paul Johnson

SPECIAL REQUIREMENTS:

Students are expected to wear covered shoes and tie hair back and up whilst in the workshops; and comply with safety expectations, including the Safe Operating Procedures (SOPs) of all tools and machinery.

COURSE DETAILS:

This subject provides an introduction to skills and procedures associated with Plastics, Sheet metal, Woodwork, Graphics, Computer Aided Drawing, Welding and Metal Forming. Personal safety in our workshops is a focus during the course.

The main aim of these courses is to introduce students to tools, machines, materials and to the principles underlying the operations carried out in industry, in a rapidly changing technological society.

Students will be encouraged to learn about various materials, processes and be introduced to the design process, technical drawing and problem-solving.

Projects in year 8 may include: plastic key tag, sheet metal storage box, mug tree, timber mobile phone stand.

LEADS TO:

Year 9 Design and Technology Metals or Timber

ASSESSMENT:

Assessment will consist of:

- Practical component 70%
- Theory component 30%

Students will be expected to satisfactorily complete all core projects and associated theory tasks.

8 VISUAL ART

CONTACT PERSON:

Miss Jennifer Ahrens and Mr Grigor Fahlbusch

ADVICE TO STUDENTS:

This is an elective subject.

SPECIAL REQUIREMENTS:

Students undertaking large artworks or materials not provided by the school (can include spray paint, 3D printing, etc.) may also have additional material costs.

COURSE DETAILS:

This semester course involves Arts practice in areas such as painting, print making and sculpture. A large focus will be the learning of Design Principles. Students will create art works using materials, processes and techniques. The development of drawing skills will be an integral part of all work. This course will also include units of work on Art analysis and interpretation.

Through studying Art, we expect students to develop:

- The ability to develop their own ideas and the skills to communicate them;
- Skills in understanding, appreciating, and evaluating art.

Students are encouraged to work with a wide variety of media.

LEADS TO:

Satisfactory completion of this course leads to Year 9 Visual Art.

ASSESSMENT:

In order to satisfactorily complete this art course, you will need to:

- Participate cooperatively in lessons;
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study;
- Give and receive critical comment about your own and others works, in art terms;
- Display an ability to develop your own ideas.

9 AGRICULTURE

CONTACT PERSON:

Mrs Karen Bromley

ADVICE TO STUDENTS:

Through rapid changes and application of technology, Agricultural Science is becoming more and more evident in our way of life.

This optional semester has an agricultural focus. It allows students to use agricultural skills developed in previous units and continues to build the body of understanding required to study Agricultural Sciences.

Students are more likely to succeed if they are well organised and participate willingly and enthusiastically in all activities.

SPECIAL REQUIREMENTS:

Closed-in sturdy shoes, and a bucket or broad-brimmed hat are mandatory for this subject. Students may also wear sunscreen and sunglasses.

Any excursions will incur a cost.

COURSE DETAILS:

Topics covered include:

- Farm and agriculture block safety;
- Revision on animal welfare and ethics;
- Camembert in the classroom;
- Evolution of agricultural technologies, plant growth, Careers within the agriculture industry;
- Interactions between farm organisms;
- Extreme weather events.

Students will use pigs, chickens, goats and steers as a context for animal production, as well as studying soils, weeds and some crops as an introduction to agronomy.

In Agricultural Science students will:

- Do experiments;
- Make observations;
- Record and display results;
- Write reports.
- Watch demonstrations by the teacher;
- Do research; takes notes;
- Solve numerical and other problems;
- Answer written questions;
- Learn science specific terminology;
- Be involved in discussions and learn safe farm practices.

Students are more likely to succeed if they are well organised and participate enthusiastically in all activities.

LEADS TO:

Year 10 Agriculture

ASSESSMENT:

A student's progress will be based on the Australian Curriculum, Science Assessment guidelines.

A folio of evidence collected throughout each term from written tests and assignments, practical and class activities, homework exercises and anecdotal observations will be used to assess the student's progress against the AC guidelines.

A student's progress will be reported at the end of each term with a final cumulative assessment given at the end of the school year.

9 DESIGN AND TECHNOLOGY - ELECTRONICS

CONTACT PERSON:

Mr Paul Johnson or Mrs Linda Burton

ADVICE TO STUDENTS:

In this course students learn and practice basic electronic principles through circuit design, analysis and construction. Students will identify and learn to use a range of components, materials, equipment, and tools used in the electro- technology industry by designing and building electrical and electronic circuits and systems that perform a specified practical or aesthetic function. An introduction to the WHS requirements of an electronics workshop is an important component of this subject.

Students will be using Fusion360, 3D printers and LASER cutters as well as workshop equipment to create components. Students will be combining plastic, timber and metals to create solutions.

There will be a focus on personal and workshop safety in compliance with Workplace Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:

Students will be required to pay a standard additional cost of $25 for this course.

COURSE DETAILS:

This course will be based on the theme of 'Light' as this will also be a focus in Year 9 Science. The course will include:

- Workshop safety;
- Design Process;
- Electrical component identification;
- Electrical safety;
- Soldering, and circuit assembly;
- Circuit control;
- Power sources.

The course will be based around two projects

- Creating an interior lamp/decoration with control functions;
- Creating a wearable light.

LEADS TO:

Year 10 Design and Technology Electronics.

ASSESSMENT:

This course will include three types of assessment:

- Skill Tasks;
- Product;
- Design Folio.

9 DESIGN AND TECHNOLOGY - METALS

CONTACT PERSON:

Mr Paul Johnson

ADVICE TO STUDENTS:

Design and Technology Metals introduces students to the design process, tools, machines, materials and skills used in the engineering industry. Students will be learning about how to accurately and safely undertake metal marking out, cutting, forming, shaping and welding processes.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:

Students will be required to pay a cost of $25 for this course.

COURSE DETAILS:

This course runs for a semester and continues the development of basic skills acquired in year 8.

Skills include:

- CAD modelling and 3D Printing;
- Marking out;
- Cutting to length;
- Filing and machine shaping;
- Gas and MIG welding.

Projects will be based on the design process and problem solving approach.

Projects will include:

- Folding Barbecue;
- Barbecue Flip;
- Self-designed project.

LEADS TO:

Year 10 Design and Technology Timber

ASSESSMENT:

Assessment will generally consist of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and projects and Design Folio work.

9 DESIGN AND TECHNOLOGY - TIMBER

CONTACT PERSON:

Mr Paul Johnson

ADVICE TO STUDENTS:

Design and Technology Timber introduces students to the design process, tools, machines, materials and skills used in the construction and joinery industries. Students will be learning about how to accurately and safely undertake timber marking out, cutting, chiselling, sanding and finishing.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:

Students will be required to pay a cost of $25 for this course.

COURSE DETAILS:

This course runs for a semester and continues the development of basic skills acquired in year 8. Skills include;

- CAD and LASER engraving;
- Marking out;
- Hand and machine cutting;
- Chiselling;
- Hand and machine sanding;
- Water based finishing.

Projects will be based on the design process and problem solving approach.

Projects will include: breakfast tray, wood turning and self-directed recycled timber project.

LEADS TO:

Year 10 Design and Technology Timber

ASSESSMENT:

Assessment will generally consist of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and Design Folio work.

9 DESIGN AND TECHNOLOGY - FOOD AND FIBRE

CONTACT PERSON:

Mrs Adele Butler or Ms Samantha Fetherstonhaugh

ADVICE TO STUDENTS:

Students may choose 1 or 2 semesters of Home Economics. Within each semester there will be a range of topics to develop skills in food preparation and improve skills in design and project management.

Home Economics:

- Is a subject which uses knowledge from many areas and applies it in solving problems faced by individuals and families in day to day living;
- Aims to achieve, maintain and improve the well being of individuals in their community by supporting, supplementing and extending the home environment;
- Involves students in practical activities. Skills, knowledge and attitudes are developed in the areas of food and nutrition, clothing and textiles, family, home, community and lifestyle;
- Assists students to become more independent. It promotes the health and personal development of individual students and encourages respect for themselves and others. Learning is aimed toward work, leisure and life experiences.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

This unit will encourage students to investigate the role of technology in everyday living with an emphasis on foods and technology. Students will research the changes technology has made to eating habits and the nutritional implications. Students will further develop skills in the use of the sewing machine through the design, make and appraise process of a textile item, and use of 3D printer.

LEADS TO:

NA

ASSESSMENT:

Students are assessed according to their:

- Control of time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Investigations;
- Project plans;
- Evaluation reports;
- Self assessment;
- Independent studies.

Students are made aware of the criteria set for assessment and are expected to submit all work on time. There is some extra cost with all courses as students will be required to purchase fabric or sometimes supply food for practical activities.

9 DIGITAL TECHNOLOGIES

CONTACT PERSON:

Mr Paul Johnson

ADVICE TO STUDENTS:

In successfully completing this course, each student:

- Develops knowledge and skills in the application of computer systems (both hardware and software);
- Applies and integrates skills in the construction of digital presentations and products;
- Develops their ability to use logical processes and critical analysis in problem solving;
- Develops their ability to make informed judgments about the uses of computers in society and the implications of their use.

Digital Technologies in Year 9 focuses on practical uses of Digital Technologies in preparation for concurrent and future studies. Digital Technologies are a fundamental part of STEM learning and projects are integrated with other curricular areas. Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

Students design and implement modular programs, including an object oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real world data and data entities.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Applications, understanding and associated skills taught include, but are not limited to:

- Graphic design and photo imagery using Adobe Creative Suite;
- Data analysis and presentation with spreadsheets using Microsoft Excel;
- Introduction to video editing;
- Operate and understand personal computer systems, hardware, software and peripherals;
- Coding for games, interactive apps, electronic control business;
- Designing digital solutions using a variety of tools including multimedia;
- Practices associated with Work Health and Safety pertaining to working within a Digital Technologies environment.

LEADS TO:

Year 10 Digital Technologies

ASSESSMENT:

Assessment consists of the following tasks:

- Practical projects or extended tasks;
- Critiques;
- Presentations;
- Investigations and reports;
- Worksheets;
- Tests.

9 DRAMA

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

This is an elective subject.

Should the opportunity present, students may attend a performance either off-site, or at school performed by a visiting artist. There may be some cost involved to attend these performances.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Year 9 Drama builds on the dramatic skills developed in the Year 8 course with an emphasis on communication, concentration and collaboration.

Students will build creativity and problem-solving skills as they work in groups to devise and perform short scripted and unscripted plays. They will learn in detail and apply dramatic styles, such as improvisation, comedy, and the technical and production elements of theatre.

Improvisation involves learning skills in quick-thinking, and maintaining character at all times on stage, even when things go wrong. Students will participate in a range of fun theatre sports activities to build these skills.

Comedy looks at the history of comedy, including the origins of the 'fart joke,' as well as modern comedy sub-genres and their purposes, such as slapstick, parody and satire.

Technical and production elements of theatre looks at all the non-performance elements of theatre, such as lighting, sound & music, set design, costuming, hair & make-up, and publicity.

Students may have the opportunity to perform in front of an audience other than their classmates.

LEADS TO:

Year 10 Drama

ASSESSMENT:

Assessment is based on 80% practical tasks and 20% theory, addressing students' application of dramatic styles and techniques in rehearsals and performances on stage. Tasks include:

- Short studies of various dramatic styles and techniques;
- Short, small group performances, applying the dramatic styles and techniques learnt.

9 ENGLISH

CONTACT PERSON:

Mr Brett Ferris

ADVICE TO STUDENTS:

This is a compulsory full year subject. Data including NAPLAN, reading reports and term reports will be used to place students in the appropriate class for one or both semesters and content differs in terms of pace of delivery and some assessment types. Students who have difficulty with English have the opportunity to be in a smaller class where the focus is on building confidence and developing sound literacy skills for life, learning and work.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in their written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Students will produce a variety of written and spoken texts in a range of contexts for different audiences and use task specific literary techniques. They will also read a number of texts about different ideas, issues and cultures.

Topics include:

- Short Stories
  - Analysing short stories such as *A Lamb to Slaughter* and *Slither*;
  - Creating their own short story and writer's statement, explaining their use of narrative conventions and literary technique.
- Persuasive texts, including advertising and debating, with a focus on persuasive techniques and formal writing.
- Novel and film studies with a focus on comparative response writing in paragraph and/or essay format. Novels and film pairings may include: *Tomorrow, When the War Began* paired with *Hunt for the Wilderpeople*, *Red Dog* paired with *Hachi: A Dog's Tale*.
- Evolution of language
  - Focus on poetry; analysing themes and techniques from a variety of modern and classic poets, and creating poetry.

• Character Study and transformative text – where students recreate a scene – from *Romeo and Juliet* in a multimodal format.

- Biography writing
  - Reading and analysing a variety of biographies and auto-biographies;
  - Interviewing a person and creating a biography.

LEADS TO:

Year 10 English

ASSESSMENT:

Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affects meaning.

They are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge a point of view.

Each class teacher assesses written, visual and oral work. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

9 GEOGRAPHY

CONTACT PERSON:

Mrs Natasha Koritsa, Mr Greg McLachlan, or Mrs Lara Shaw

ADVICE TO STUDENTS:

This is a choice subject in the Australian Curriculum.

SPECIAL REQUIREMENTS:

NA

COURSE DETAILS:

Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

LEADS TO:

Stage 1 & 2 History
Stage 1 and 2 Society and Culture
Stage 1 and 2 Legal Studies
Stage 1 and 2 Business Innovation
Stage 1 and 2 Tourism

ASSESSMENT:

- Biomes Presentation;
- Food Security Inquiry;
- The Geography of my Stuff Folio.

9 HISTORY

CONTACT PERSON:

Mrs Lara Shaw

ADVICE TO STUDENTS:

NA

SPECIAL REQUIREMENTS:

This is a compulsory subject in the Australian Curriculum.

COURSE DETAILS:

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked, and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the "war to end all wars".

An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social, and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.

In Year 9, students are expected to study the sub-strand Making and transforming the Australian nation (1750–1914) and the sub-strand World War I (1914–1918). The Industrial Revolution and movement of peoples (1750–1900) and the Asia and the World (1750–1914) sub-strands may be studied as options.

LEADS TO:

Year 10 History

ASSESSMENT:

- Overview Timeline;
- Industrial Revolution Trade Fair;
- Historical Source Analysis;
- Soldier Story.

9 JAPANESE 1

CONTACT PERSON:

Mr Scott Durand, Mrs Dani Ryan or Miss Sarah Holty

ADVICE TO STUDENTS:

This course comprises elective units, to be studied sequentially or as stand-alone units of study in either Year 9 or 10. Students who wish to study Japanese at a senior level, must complete a minimum of 4 semesters in years 8 to 10.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Students chose an Anime as a personal focus to study. In all units students will be building on the language skills developed in previous years; they will review and learn more advanced hiragana while learning katakana and more kanji.

Topics include my anime, my anime character, likes and dislikes.

LEADS TO:

Japanese 2 or senior Japanese

ASSESSMENT:

Assessment tasks are made up of a combination of oral, aural, written and visual tasks. Information Communication Technology is used whenever possible.

Some assessment forms may be negotiated with the teacher.

9 LIVING & LIFESTYLE

CONTACT PERSON:

Mrs Adele Butler and Ms Samantha Fetherstonhaugh

ADVICE TO STUDENTS:

Students may choose 1 or 2 semesters of Home Economics. Within each semester there will be a range of topics to develop skills in food preparation and improve skills in design and project managements.

Home Economics:

- Is a subject which uses knowledge from many areas and applies it in solving problems faced by individuals and families in day to day living;
- Aims to achieve, maintain and improve the well being of individuals in their community by supporting, supplementing and extending the home environment;
- Involves students in practical activities. Skills, knowledge and attitudes are developed in the areas of food and nutrition, clothing and textiles, family, home, community and lifestyle;
- Assists students to become more independent. It promotes the health and personal development of individual students and encourages respect for themselves and others. Learning is aimed toward work, leisure and life experiences, and sustainability practices.

SPECIAL REQUIREMENTS:

Course cost as at September 2022, $30. Please note: this may increase due to inflation.

COURSE DETAILS:

A range of issues related to leisure activities and the influence of lifestyle on food habits and good health will be examined fully. Skills in the use of the sewing machine or appliqué will be developed and extended by the construction of a textile project and upcycling materials to create new products.

LEADS TO:

Year 10 Fashion Design, Year 10 Aussie Tucker

ASSESSMENT:

Students are assessed according to their:

- Control of time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Investigations;
- Project plans;
- Evaluation reports;
- Self assessment/peer assessment;
- Independent studies;
- Group activities.

9 MATHEMATICS 1

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 9 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx. $20).

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands; Number, Algebra, Measurement, Statistics and Probability.

Topics include; financial mathematics, quadratics, measurement, Pythagoras, trigonometry and geometry.

Classes are ability grouped and students identified in need of special learning support may be placed in a smaller, supported Numeracy Class.

LEADS TO:

NA

ASSESSMENT:

Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

9 MATHEMATICS 2

CONTACT PERSON:

Mrs Christie Bridge

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 9 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:

All students require a grid book, ruler, pencils, pens, compass, protractor and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx. $20).

COURSE DETAILS:

Teaching covers the six Australian Curriculum strands; Number, Algebra, Measurement, Space, Geometry, Statistics and Probability.

Topics include; geometry, mathematical modelling, statistics and chance.

Classes are ability grouped and students identified in need of special learning support may be placed in a smaller, supported Numeracy Class.

LEADS TO:

Year 10 Mathematics

ASSESSMENT:

Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

9 MUSIC 1 & 2

CONTACT PERSON:

Mrs Carolyn Thorne

ADVICE TO STUDENTS:

This is an elective subject at Year 9.

The music units are designed to be progressive with an increase in practical and theoretical skills through to Year 12. Students participating in the school's instrumental programme (or learning an instrument outside KHS) give themselves an opportunity to study SACE music.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Students will continue to integrate the theory and practice of music through playing, singing, listening and composing. They will study the history of rock and perform music from the different eras. Students will be encouraged to participate in the instrumental program in order to achieve a greater sense of satisfaction from their music making and to develop musical skills.

LEADS TO:

Satisfactory completion of Year 9 Music leads to Year 10 Music.

ASSESSMENT:

In order to satisfactorily complete these modules students will need to:

- Participate positively in practical activities;
- Develop practical skills to a standard appropriate to the level of study or as negotiated with the teacher;
- Complete written tasks including theory tests and worksheets, assignments and listening activities.

9 PHYSICAL EDUCATION - HEALTH AND PHYSICAL EDUCATION

CONTACT PERSON:

TBA

ADVICE TO STUDENTS:

In Year 9, Health & Physical Education is a compulsory subject for one semester.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within the required deadlines.

SPECIAL REQUIREMENTS:

Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim hat must be worn for outdoor lessons.

Non-marking sports shoes must be worn for practical lessons.

COURSE DETAILS:

Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;.
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self esteem, confidence, and self-reliance, to develop initiative and leadership, and to encourage self-direction.

Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Netball, Football, Sofcrosse, Basketball, Tennis and modified games, European Handball and Ultimate Frisbee.

The **Theory component** is based around:

- Sports Injuries and Prevention;
- Study of drugs and alcohol.

The **Health component** includes:

- Shine (Growth and Development)
- Health in the Community
- Environmental Health

LEADS TO:

Year 10 Health and Physical Education (compulsory unit)

Year 10 Physical Education (choice unit)

ASSESSMENT:

Physical Education:

- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Health:

- Advertisement critique on drugs and alcohol.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperate and participate fully in lessons;
- Wear appropriate PE uniform and footwear;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness level;
- Follow and demonstrate safety procedures;
- **Students will be required to wear broad-brim hats during outdoor lessons per the SunSmart Policy.**

9 PHYSICAL EDUCATION - CHOICE

CONTACT PERSON:

TBA

ADVICE TO STUDENTS:

In Year 9, Health & Physical Education is a choice subject for one semester.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within the required deadlines.

SPECIAL REQUIREMENTS:

Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim hat must be worn for outdoor lessons.

Non-marking sports shoes must be worn for practical lessons.

COURSE DETAILS:

Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;.
- Improve their performance of physical activities and pursue excellence in selected activitie;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self esteem, confidence, and self-reliance, to develop initiative and leadership, and to encourage self-direction.

Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Netball, Football, Sofcrosse, Basketball, Tennis and modified games, European Handball and Ultimate Frisbee.

The **Theory component** is to be negotiated.

LEADS TO:

Year 10 Health and Physical Education (compulsory unit)

Year 10 Physical Education (choice unit)

ASSESSMENT:

Physical Education:

- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperate and participate fully in lessons;
- Wear appropriate PE uniform and footwear;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness level;
- Follow and demonstrate safety procedures;
- **Students will be required to wear broad-brim hats during outdoor lessons per the SunSmart Policy.**

9 SCIENCE

CONTACT PERSON:

Ms Kathy Coombs

ADVICE TO STUDENTS:

This compulsory course extends concepts developed in previous Science courses. Students will learn the safe use of a range of chemicals and apparatus. Students will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

SPECIAL REQUIREMENTS:

Closed shoes must be worn.

COURSE DETAILS:

Topics covered will include laboratory safety and skills, scientific method, the nature of matter, the interdependencies between biotic and abiotic components of ecosystems, chemical reactions and the important role they play in many systems and forms of energy including light, sound, heat and electricity. Students will carry out investigations which involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

In Science students will develop;

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live;
- An understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things;
- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence based conclusions;
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims;
- An ability to solve problems and make informed, evidence based decisions about current and future applications of science while taking into account ethical and social implications of decisions;
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science;
- A solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events.

LEADS TO:

Year 10 Science

ASSESSMENT:

A student's progress will be based on the Australian Curriculum, Science Assessment guidelines.

A folio of evidence collected throughout each term from written tests and assignments, practical and class activities, homework exercises and anecdotal observations will be used to assess the student's progress against the AC guidelines.

A student's progress will be reported at the end of each term with a final cumulative assessment given at the end of the school year.

9 SPACE AND ASTRONOMY

CONTACT PERSON:

Ms Kathy Coombs

ADVICE TO STUDENTS:

With the advent of the Australian Space Agency, space and astronomy related careers paths are increasing significantly in South Australia. The impact of space technologies on other industries including conservation, agriculture, logistics and transport is also increasing. This subject will provide an understanding of the opportunities in these areas as well as showing you how astronomy can be an enthralling and lifelong hobby.

Students are most likely to succeed by engaging with the learning and applying it in their own time. Astronomy is a night-time activity and will require students to spend time regularly observing the night sky.

SPECIAL REQUIREMENTS:

The course involves an excursion to the Space Discovery Centre in Adelaide which will have an associated cost.

Weather permitting, a number of evenings throughout the semester will be scheduled for group star gazing and using a variety of telescopes to view the night sky. Students will be invited to attend these in various locations (including the Stockport Observatory, River Murray Dark Sky Reserve site and Kapunda High School grounds) however they are not mandatory. Students who do attend will be required to provide own transport to and from these locations and parents/care givers accompanying the students will be welcome to join them in the event. Students will have the opportunity to bring along their own cameras, binoculars, telescopes etc that they may own, this is at the student's own risk and they remain responsible for these at all times. These items are not necessary to be successful in the subject.

COURSE DETAILS:

Topics covered:

- Evolution of our knowledge from believing that the sun and stars orbited the Earth to our current understanding of the expanding universe.
- How different telescopes work and what determines what you can see.
- How to identify planets, constellations and significant stars in the night sky. The cultural and social significance of the stories associated with them.
- How to use and access tools, apps and software to support star gazing.
- Space exploration from sputnik to the James Webb Space Telescope. Australia and South Australia's place in the future of space exploration and technology and the career opportunities that this presents.

LEADS TO:

NA

ASSESSMENT:

Students progress will be assessed using the Australian Curriculum, Science strands of Science as a Human Endeavour and Science Inquiry. Specifically, students will be required to complete individual and group work tasks that will include but not necessarily be limited to;

- Maintaining and regularly adding to an individual Astronomy Journal throughout the semester;
- Research and describe the cultural stories and or significance of a constellation, or asterism;
- Investigation and presentation of a specific career opportunity in space and astronomy;
- Produce a procedural instruction pamphlet on how to use a planisphere / app / software program to identify and locate an asterism in the night sky.

9 VISUAL ART

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbusch

ADVICE TO STUDENTS:

This is an elective subject.

Through studying Art, we expect students to develop:

- The ability to develop their own ideas and the skills to communicate these ideas;
- Skills in understanding, appreciating and evaluating art.

In Years 8-10 students are encouraged to work in a wide variety of media.

SPECIAL REQUIREMENTS:

Students undertaking large artworks or materials not provided by the school (can include spray paint, 3D printing, etc.) may also have additional material costs.

COURSE DETAILS:

This semester course involves Arts practice in areas such as painting, print making and sculpture. Students will create art works using materials, processes and techniques. The development of drawing skills will be an integral part of all work. This course will also include units of work on Art analysis and interpretation.

LEADS TO:

Satisfactory completion of this course leads to Year 10 Visual Art

ASSESSMENT:

In order to satisfactorily complete this art course you will need to:

- Participate cooperatively in lessons;
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study;
- Give and receive critical comment about your own and others works, in art terms;
- Display an ability to develop your own ideas.

9 VISUAL DESIGN

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbusch

ADVICE TO STUDENTS:

This is an elective subject.

This is an elective subject. Through studying Design, we expect students to develop:

- The ability to develop their own ideas and the skills to communicate these ideas;
- Skills in understanding, appreciating and evaluating design works.

In Years 8-10 students are encouraged to work in a wide variety of media.

SPECIAL REQUIREMENTS:

Students undertaking projects with materials not supplied by the teacher may have additional material costs. (Some examples may be spray paint, 3D print costs, etc.)

COURSE DETAILS:

This semester course involves Design practice in the areas of graphic illustration, industrial design and environmental design. Students will learn how to create design works using a variety of materials, processes and techniques. The development of drawing skills for idea development will be an important aspect of the course. This course will also include units of work on design analysis and interpretation.

LEADS TO:

Satisfactory completion of this course leads to Year 10 Art or Design courses.

ASSESSMENT:

In order to satisfactorily complete this design course, you will need to:

- Attend and participate cooperatively in lessons;
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study;
- Give and receive critical comment about your own and others works, in design terms;
- Display an ability to develop your own ideas.

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