KILDARE COLLEGE

2019 Middle Years Curriculum Handbook

STRENGTH AND GENTLENESS

Kildare EDUCATION MINISTRIES

A KILDARE EDUCATION MINISTRIES CATHOLIC COLLEGE IN THE BRIGIDINE TRADITION.

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The information contained in this publication is correct at the time of printing but may be subject to change without notice.

2019 Middle Years Curriculum Handbook - VERSION 6

Welcome

Welcome to the Curriculum Handbook for the Middle Years at Kildare College. This handbook reflects the exciting range of learning opportunities available to students in the Middle Years of schooling. The aim of the handbook is to provide information to students and their families about the subjects on offer at Kildare College.

The curriculum in the Middle Years at Kildare College follows the Australian Curriculum. Each of these curriculum frameworks stipulates Key Ideas and Achievement Standards for each learning area as well as guidelines for teaching General Capabilities including literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding and ICT capability.

We have designed the curriculum to ensure that students acquire the knowledge, skills, values and attributes essential to their learning and future careers. In the Middle Years of schooling adolescents need to be engaged and challenged by their learning in an environment that both nurtures and encourages excellence.

Year 7 and 8 students follow a core curriculum, maintaining balance across a wide range of subjects. In Year 9 students continue to study a compulsory core curriculum maintaining breadth in their learning whilst having opportunities to choose electives as they refine their interests and skills.

We aim to respond to students' diverse interests and talents and to ensure success in the South Australian Certificate of Education (SACE) and into their future.

We are proud of the teaching and learning that engages students through the core curriculum, a diverse range of elective subjects, and the numerous co-curricular and extra curricular activities available.

We value the support from parents, families and caregivers as partners in the education of their children, and know that we work together in encouraging our young women to fulfil their learning potential.

Please read through the handbook carefully. If you have any questions or require additional information, please contact me on alamont@kildare.catholic.edu.au

In a girls' school learning environment, young women stop being the audience and become the players
(D and M Sadler)

Annette Lamont
Director of Learning

Vision and Mission

Kildare College

VISION STATEMENT

Our motto "strength and gentleness" inspires us to be faithful to our Catholic tradition; to persevere in the face of adversity; to respond creatively to those in need around us; and to be hopeful, resilient and courageous in moving forward in the presence of Jesus. So based and so inspired, our College community seeks to see in each person the image of God and thus to develop excellence in our caring, teaching and learning; to value each of our students as an individual; and to promote her full development, spiritually, intellectually and socially. We desire to awaken each to her dream, her capacities, her freedom and her choices.

MISSION STATEMENT

We are a student centred learning community seeking to live out the message of Jesus Christ and the Gospels. With the other Kildare Education Ministries schools, we share the core values of a Brigidine education.

Wonder	Celebrating all that is good with joy and gratitude
Courage	Speaking and acting with integrity
Hospitality	Welcoming all
Hope	Bringing a sense of purpose
Compassion	Walking with and having empathy for all
Justice	Making the needs of the vulnerable paramount

Middle Years Information

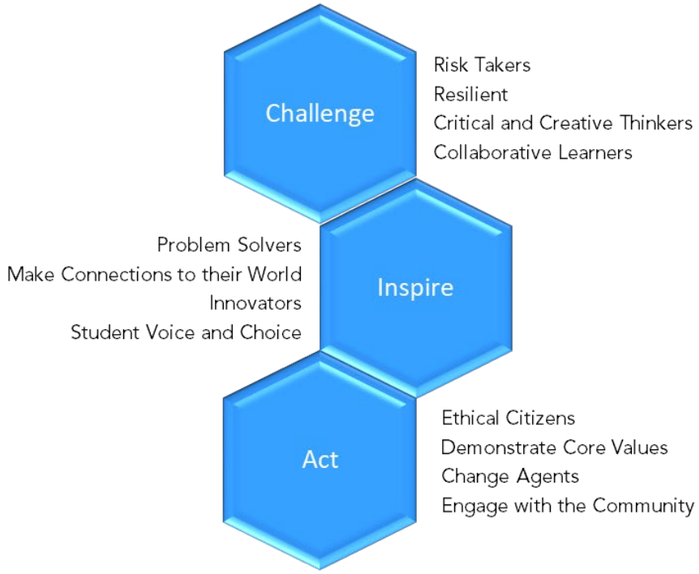
Our Middle Years Mission

Our student centered approach responds to the changing world and the challenges, needs and developing maturity of emerging adolescents. It provides a broad, connected teaching and learning program which engenders a spirit of inquiry and fosters creative and critical thinking.

The professional practice of our Middle Years teachers includes rigorous planning and preparation to produce engaging and authentic lessons. The General Capabilities of the Australian Curriculum play a significant role in our teaching and learning program which is project based, relevant and challenging. We want to inspire our students to take responsibility for their learning, be positive risk takers, and achieve personal excellence.

As a Kildare Ministries school our Core Values provide the foundation on which we base all teaching and learning. Well-being for learning is at the core and underpins everything that happens at Kildare College. Our focus on pastoral care is explicit, implicit and embedded in all learning experiences. We believe this equips young women to act with a strong sense of justice and compassion.

Our Middle Years Vision



YEAR 7

In 2019, Year 7 core study will revolve around two intergrated subjects: HUMS and STEM. These trans-disciplinary subjects allow students to undertake deeper learning, across traditional subject areas, with time spent on project based learning on authentic topics.

HUMS (Humanities) incorportates the Australian Curriculum subjects of English, History, Civics and Citizenship, Economics and Business, and Religious Education. Learning in HUMS will include crucial skill development in the general capabilities which will, where appropriate, be centred around large, intergrated projects, with real world application.

STEM (Science, Technology, Engineering and Maths) incorporates the Australian Curriculum subjects of Mathematics, Science, Technologies and Geography. Learning in STEM will include crucial skill development in the general capabilities. Where necessary, stand-alone skill development lessons will also be taught to ensure that students develop the skills needed to succeed in the individual disciplines encompassed within this subject.

All Elective subjects are studied in Year 7and Year 8.

YEAR 8

Year 8 core study will occur via stand-alone subjects as per the Australian Curriculum. All Elective subjects are studied in Year 8.

YEAR 9

Year 9 core study will occur via stand-alone subjects as per the Australian Curriculum, with a greater range of elective subjects offered.

YEAR 7	YEAR 8	YEAR 9
HUMS	English	English
	HASS (History, Geography, Business and Enterprise, Civics and Citizenship)	HASS (History, Geography, Business and Enterprise, Civics and Citizenship)
	Religious Education	Religious Education
STEM	STEM	STEM
	Science	Science
Mathematics	Mathematics	Mathematics
Italian	Italian	
Health and Physical Education/Dance	Health and Physical Education/Dance	Health and Physical Education
Girls Achieve Program	Girls Achieve Program	Girls Achieve Program
Electives: Art Drama Fabric Technology Food Technology Music Outdoor Education	Electives: Art Drama Fabric Technology Food Technology Music Outdoor Education	Electives: Art Dance Drama Fabric & Food Technology Information Technology Italian Music

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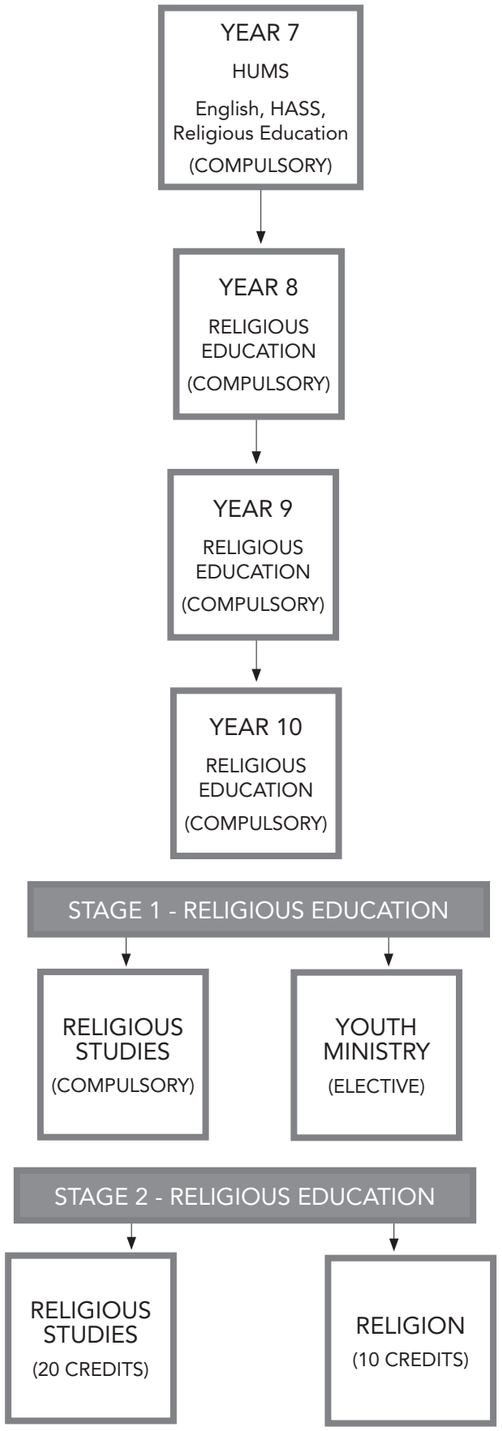
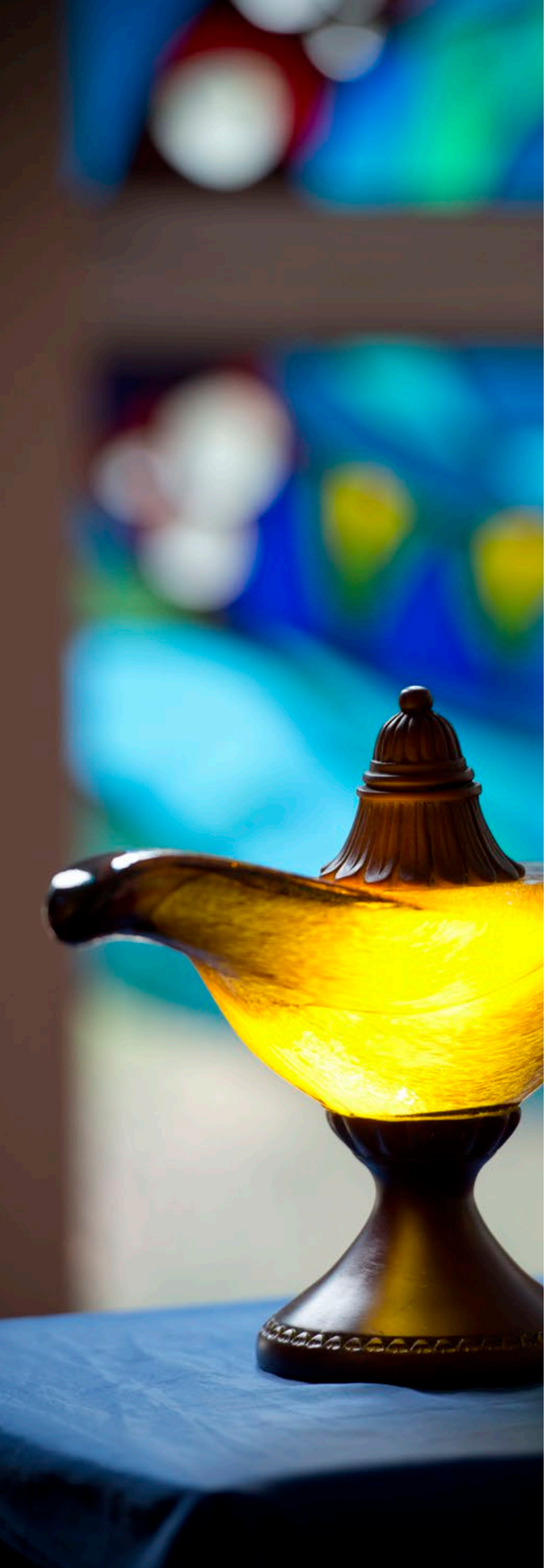
Subject Information

RELIGION

Subject Flowchart





YEAR 7

RELIGIOUS EDUCATION (HUMS)

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Units undertaken are:

- Unpacking our Core Values
- Symbols and Icons
- Jesus
- St Brigid
- Christianity
- Church Celebrations

The retreat, which is a compulsory part of the course, has the theme "Being Connected".

Learning activities include:

- Short answer responses
- Research based assignments
- Group presentations
- Power Point presentation
- Reflective tasks

YEAR 8

RELIGIOUS EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Units undertaken are:

- Unpacking our Core Values
- Characteristics of Religion
- Jesus
- St Brigid
- Creation
- The Church's Liturgical Year

The retreat, which is a compulsory part of the course, has the theme "Being in Nature".

Learning activities include:

- Short answer responses
- Research based assignments
- Group presentations
- Power Point presentation
- Reflective tasks

YEAR 9

RELIGIOUS EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Year 8 Religion

COURSE DESCRIPTION

Units undertaken are:

- The Synoptic Gospels
- Vatican II and The Church in Australia
- Working for Justice
- Christian Traditions

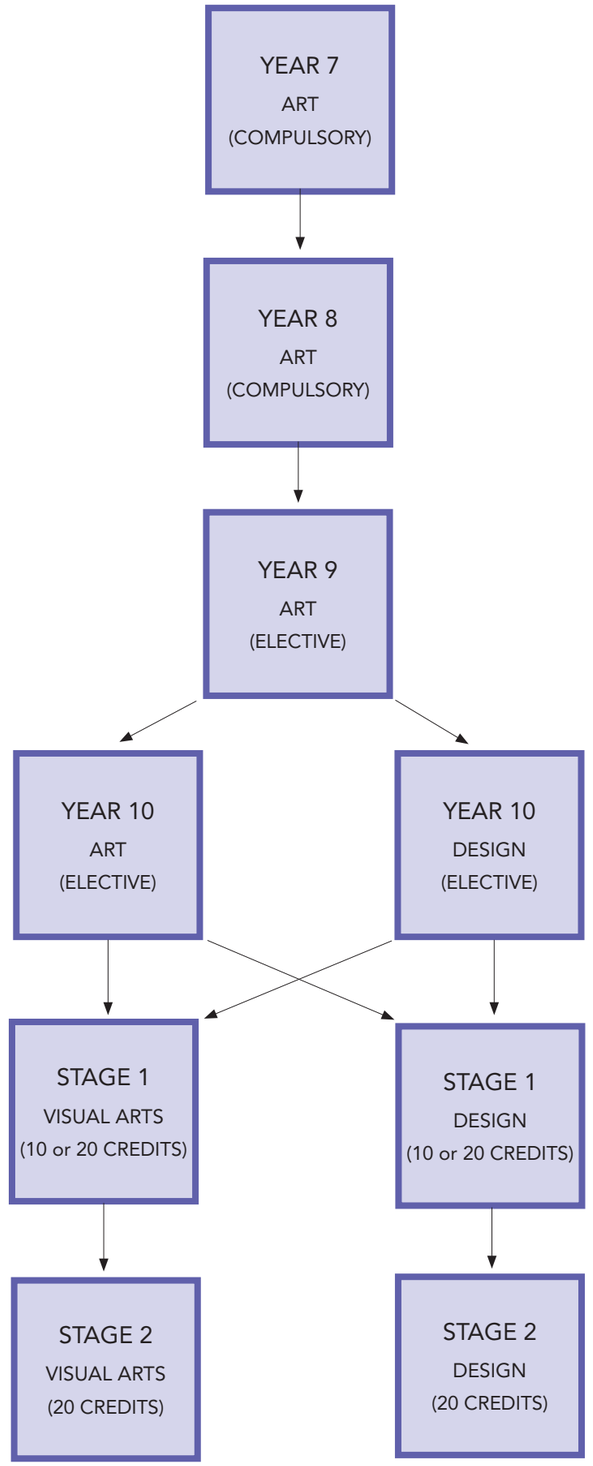
The retreat, which is a compulsory part of the course, has the theme "Respect".

Learning activities include:

- Debate
- Interview and reporting
- Research based assignments
- Creative arts tasks
- Reflective tasks

ARTS AND DESIGN

Subject Flowchart



DANCE *Subject Flowchart*

YEAR 7
DANCE
(COMPULSORY)

↓

YEAR 8
DANCE
(COMPULSORY)

↓

YEAR 9
DANCE
(ELECTIVE)

↓

YEAR 10
DANCE
(ELECTIVE)

↓

STAGE 1
DANCE
(10 or 20 CREDITS)

↓

STAGE 2
DANCE
(20 CREDITS)

DRAMA *Subject Flowchart*

YEAR 7
DRAMA
(COMPULSORY)

↓

YEAR 8
DRAMA
(COMPULSORY)

↓

YEAR 9
DRAMA
(ELECTIVE)

↓

YEAR 10
DRAMA (A and/or B)
(ELECTIVE)

↓

STAGE 1
DRAMA
(10 or 20 CREDITS)

↓

STAGE 2
DRAMA
(20 CREDITS)

MUSIC *Subject Flowchart*

YEAR 7
MUSIC
(COMPULSORY)

↓

YEAR 8
MUSIC
(COMPULSORY)

↓

YEAR 9
MUSIC
(ELECTIVE)

↓

YEAR 10
MUSIC
(ELECTIVE)

↓

STAGE 1
MUSIC
(20 CREDITS)

↓

STAGE 2
MUSIC
(20 CREDITS)

YEAR 7

VISUAL ARTS

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

In Year 7 Art students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.

Students evaluate how they and others are influenced by artworks from different cultures, times and places. They plan their art making in response to exploration of techniques and processes used in their own and others' artworks, as well as demonstrating visual conventions, techniques and processes to communicate meaning in their artworks.

Learning activities include:

- Colour Theory
- Fine Drawing
- Painting
- 3D Construction

YEAR 8

VISUAL ARTS

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 8 Art focuses on enhancing the skills and knowledge of the students, ensuring that they develop an understanding of the elements and principles that are applied in Art.

Moreover, through the introduction of different art techniques, mediums, styles of art and artists, students will be able to grow perceptive of the artistic world around them, naturally enhancing their thought processes and creativity.

Assessment is based on the students' skill development, visual demonstration and understanding of different art styles inspired by various practitioners' work, together with students' knowledge of different art techniques.

Learning activities include:

- Colour Theory
- Fine Drawing
- Painting
- 3D Construction
- Printmaking

YEAR 9

VISUAL ARTS

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Optional
PRE-REQUISITES: Nil

COURSE DESCRIPTION

This course is a continuation from Year 8 Art, wherein the students are challenged to use new skills and develop a Visual Arts Language.

Students will explore and experiment with a range of media, ideas and themes, whilst developing a variety of skills and techniques.

The course runs for one semester and students will focus on:

- 2D component - Drawing, painting, printmaking or mixed-media
- 3D component - Clay, papier-mache' or recycled sculpture
- Theoretical Understanding - Arts Analysis and Response to Practitioners and their work

All practical work will be supported by developmental work which will be recorded through the students' visual diary. The theoretical work is to engage students with various practitioners and develop an understanding of the purpose and influences of different styles and themes of art.

YEAR 7

DANCE

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Dance in Year 7 provides a broad, introductory curriculum catering for all students regardless of their previous dance experience.

Course Content is designed to establish students' basic skills in practical and theory work that will be expanded on in future years, leading to advanced skills in senior year levels. Introductory years aim to expand students' awareness and appreciation of dance as a creative art form and further their physical and mental awareness.

Students learn dance movement through practical, fun and energetic classes. Genres of dance studied vary through the semester including a wide range of styles and techniques such as; Jazz Dance, Modern/Contemporary, Hip Hop and Cultural Dance. Specialised fitness and dance training lessons may combine facets of Yoga, Pilates, Aerobics and Strength conditioning.

As part of the program students also learn how to create their own dance pieces, exploring various themes, choreographic structures and devices.

Students are assessed through their abilities in:

- Technique
- Choreography and Composition
- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their P.E. uniform and/or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior and after dance class. A note from parents/caregivers is required for students who are unable to participate in practical work.

YEAR 8

DANCE

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students continue to develop an awareness of the safe practice and discipline involved in dance; studying a range of dance styles to further deepen their understanding of performance, choreography and appreciation. Technique and movement sequences become more complex, expanding practical skills and broadening movement capabilities.

Students choreograph, evaluate and present short dance works and learn about the intricacies of dance, and its place in society.

Dance techniques taught include correct posture, body alignment and deportment. These enhance students' ability in coordination, flexibility, control and balance. Through dance, students begin to appreciate spatial awareness, time, energy, movement dynamics and self motivation.

Students are assessed through their abilities in:

- Technique
- Choreography and Composition
- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their P.E. uniform and/or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior and after dance class. A note from parents/caregivers is required for students who are unable to participate in practical work.

YEAR 9

DANCE

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Elective
PRE-REQUISITES: Year 8 Dance

COURSE DESCRIPTION

The Year 9 Dance course explores elements, skills and processes of dance through the intergrated practices of technique, choreography, performance and appreciation. In accordance with the Australian Curriculum work is built around the two interrelated strands, making and responding, developing students' knowledge, understanding and skills in dance.

Students are expected to extend their range in working with the fundamental elements and techniques used to create dance and are given opportunities to choreograph, evaluate and present class work. At Year 9 level, students are able to apply and maintain corrections and consolidate on their previous years of training with increasing technical challenge and proficiency.

Students are encouraged to work with a consistent and conscientious attitude; performing with focus, perseverance and determination to meet a higher standard of practical ability. Movement quality and the ability to autonomously 'style' dance work for performance is acquired at this stage as well as improvements in students levels of strength, flexibility and coordination (with efficient use of technique).

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Making
- Dance Technique
- Choreography and Composition

Assessment Type 2: Responding
- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their P.E. uniform and/or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior and after dance class. A note from parents/caregivers is required for students who are unable to participate in practical work.

YEAR 7

DRAMA

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Students identify and analyse how the elements of drama are used, combined and manipulated in different styles. Students apply this knowledge in drama when they perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. Students manipulate the elements of drama, narrative and structure to control and communicate meaning. Students apply different performance styles and conventions to convey status, relationships and intentions.

Topics include:

- Stagecraft
- Improvisation
- Tableaux
- Character creation and development
- Performance

Assessment will consist of journal entries as well as a range of performance tasks.

YEAR 8

DRAMA

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students will work in small groups, individually and as an ensemble. Students will have the opportunity to learn improvisation and mime skills that are vital for performance. Students study a range of performance styles and techniques and they demonstrate their understanding and development of their performance skills in a range of class based performance excercises and workshops. They will participate in a class performance to another class within their year level.

Within this subject students will also learn the skills needed for setting up sets, props, lighting and smoke machines, as well as costumes and makeup.

Topics include:

- Stagecraft
- Improvisation
- Tableaux
- Character creation and development
- Performance

Assessment will consist of journal entries as well as a range of performance tasks.

YEAR 9

DRAMA

LENGTH OF COURSE : One semester
COMPULSORY / OPTIONAL Elective
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 9 Drama at Kildare complements the whole school curriculum and helps explore the students' lives and the worlds in which they live, think, feel and communicate. It teaches students to understand themselves and other people more clearly. Drama allows the students to experience what it is like to be another person and to perceive the world through someone else's eyes.

The course offers students a diverse range of experiences in creating and making performance. Students are able to study a range of units within semester length courses which involve them in the various techniques of improvisation, design (costumes, make-up and sets), media studies and play building.

Course consists of:

- Improvisation Skills
- Solo Performance (Jabberwocky, Lewis Carroll)
- Ensemble Performance
- Review Writing

YEAR 7

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Topics include:

- Rhythmic dictation
- Score analysis
- Drum kit
- Guitar / Bass guitar
- Piano
- Ensemble Performance
- Notes on the treble and bass clef
- Note and rest values
- Simple time signatures
- Structure and form

Opportunities exist to extend and challenge students that have a music theory background.

YEAR 8

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 8 Music is geared towards giving students a positive experience through a very practical based approach.

The course is designed to offer students basic skills and techniques on the drum kit, bass guitar, guitar, keyboard and voice. Once students have experienced all of these instruments and developed some basic skills, a class band is formed. The class band develops knowledge of working collaboratively in a band situation as well as providing performance opportunities.

Students who have experience playing another instrument are invited to play their chosen instrument in the band in addition to those covered in class.

Music theory is covered and students learn how to practically apply key concepts and ideas.

Topics include:

- Rhythmic dictation
- Score analysis
- Drum kit
- Guitar / Bass guitar
- Piano
- Ensemble Performance
- Notes on the treble and bass clef
- Note and rest values
- Simple time signatures
- Structure and form

Opportunities exist to extend and challenge students that have a music theory background.

YEAR 9

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / OPTIONAL Optional
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Ensemble Performance

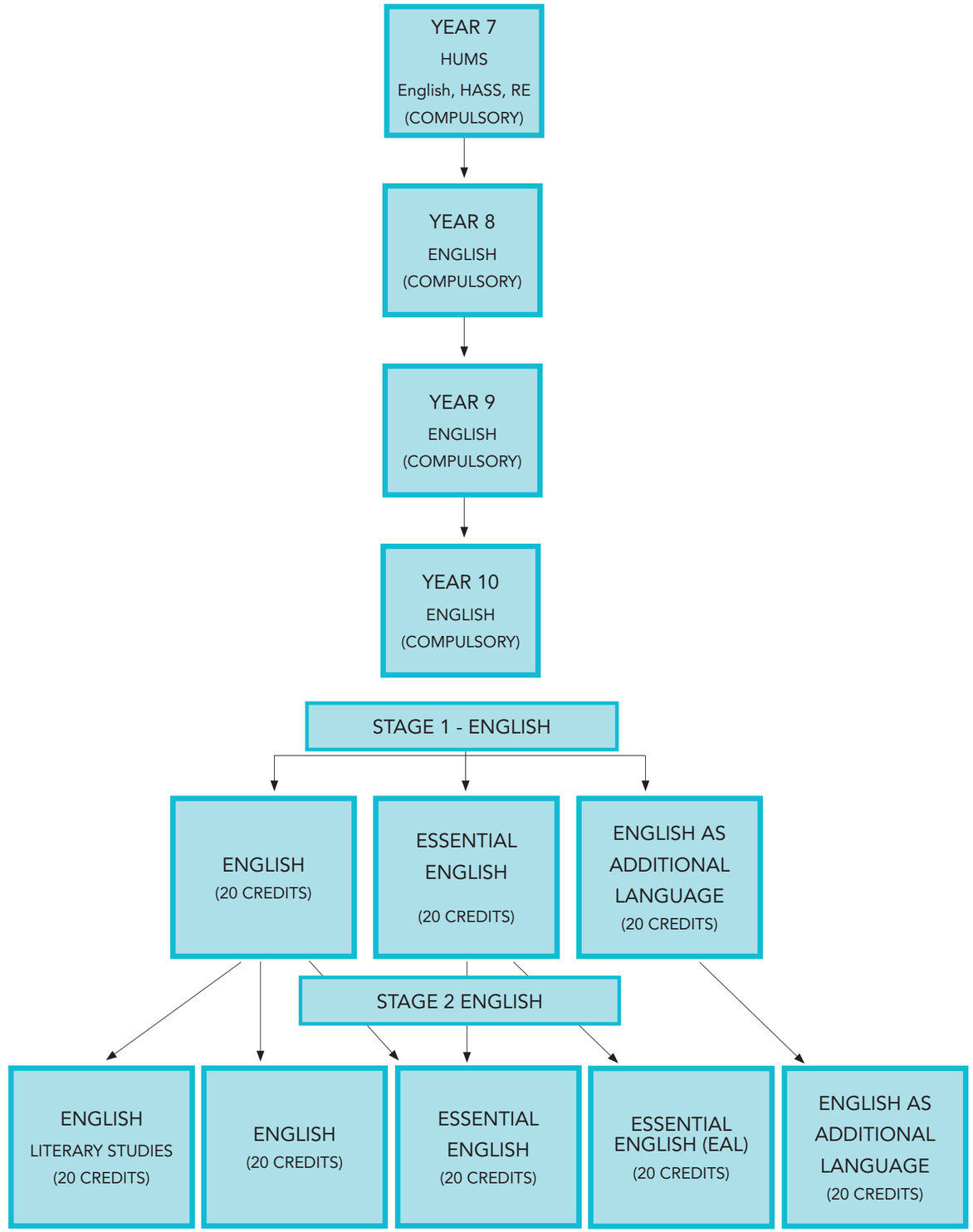
Ensemble performance (class band) forms a large part of the practical component of Year 9 music. Students rehearse and perform together on their chosen instruments and are expected to rehearse their parts privately as well as during class. Students will have the opportunity to perform as an ensemble at various functions on the school calendar.

Students receive a brief revision of Year 8 theory before building on their knowledge of key elements of music, such as pitch, rhythm, duration, dynamics and analysis while learning to use correct music terminology and vocabulary. Students learn to construct major scales and major and minor triads.

With limited places in Year 9 music, priority will go to students learning an instrument. It is expected that all girls planning on continuing with Music in Year 10 will learn an instrument privately as part of their studies in Year 9.

ENGLISH

Subject Flowchart



YEAR 7

ENGLISH (HUMS)

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

COURSE DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy which focus on developing students' knowledge, understanding and skills. Year 7 English integrates learning through the Humanities to provide students with authentic and real world contexts which are engaging and challenging.

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They develop their own responses, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Students understand how the selection of a variety of language features can influence an audience. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Study portfolios include:

- Shared Novel
- Independent Reading
- Reading Comprehension
- Critical Reading
- Short Story
- Poetry
- Film
- Text Production (written and oral)
- Language and Usage

YEAR 8

ENGLISH

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Nil

COURSE DESCRIPTION

In English, students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating text. They build on concepts, skills and processes developed in Year 7. Knowledge of text structure and language features are further developed along with literary analyses and transformations of texts.

A range of texts are explored - novel, short stories, film, poetry and media texts. These texts present different cultural viewpoints so that students have the opportunity to interpret, evaluate and perform a range of responses in spoken, written and multimodal form. These studies also provide opportunities to explore ideas about themselves, their community and globally. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts explored comprise Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. There is a focus on continuing to develop independent readers and a range of realistic, fantasy, speculative fiction and historical genres are used that involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

Study portfolios include:

- Shared Novel
- Short Story
- Poetry
- Film
- Critical Reading
- Reading Comprehension
- Text Production (written and oral)
- Language and Usage

YEAR 9

ENGLISH

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Year 8 English

COURSE DESCRIPTION

The study of English at Year 9 builds on the language skills taught in Year 8 and on the students' earlier language experiences. Students learn how language works and how to use it effectively in a variety of situations.

Students are actively involved in using a range of texts. They are required to read, view and listen to novel, short story, film, poetry and media texts from different cultural viewpoints. As they study these texts, students are encouraged to explore ideas about themselves and their community. Students also use these texts as resources for creating their own texts.

As students learn about English language, they learn that there are different ways of using language and that particular choices may be more appropriate for specific contexts, purposes and audiences. Students learn about appropriate text structures and language features as they compose a range of written, oral and media texts.

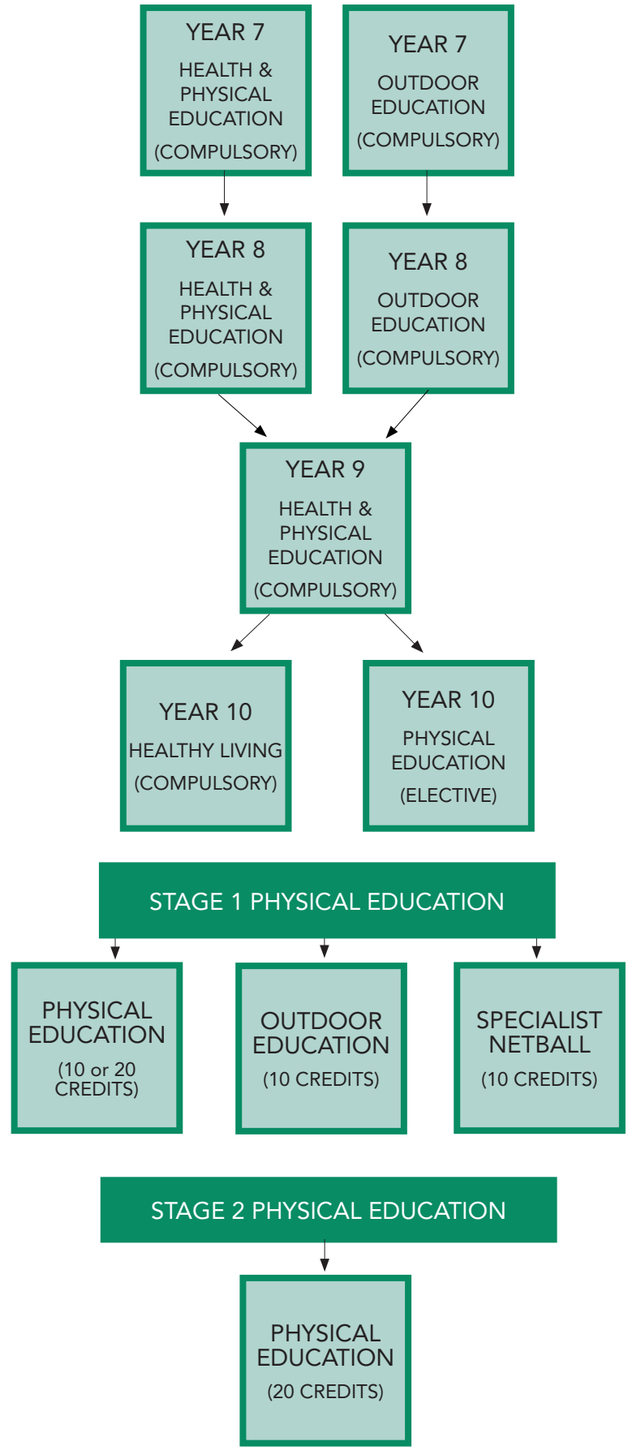
The aim is that students develop an extensive language repertoire for personal and public use.

Study portfolios include:

- Poetry
- Film
- Text Production (written and oral)
- Language and usage
- Shared Novel
- Independent Reading
- Short Story
- Reading Comprehension
- Critical Reading

HEALTH AND PHYSICAL EDUCATION

Subject Flowchart



YEAR 7

HEALTH & PHYSICAL EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Year 7 Health and Physical Education is composed of two lessons of PE and one Health lesson per week.

In Health and Physical Education, students develop their knowledge, understanding and skills to help them achieve successful outcomes in leisure, social and online situations. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

In Physical Education, students develop specialised movement skills and understanding in a range of physical activity settings.

Learning activities:

- Small sided games and activities
- Participation in physical activities
- Group discussions
- Written excercises
- Individual and group work

Health topics include:

- Who am I
- Managing change / transition
- Seeking help
- Cultural awareness

Assessment

- Practical skills rubrics
- Self and peer assessments
- Written tasks

YEAR 7

OUTDOOR EDUCATION

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Outdoor education is a challenging and rewarding subject that is designed to give students a safe introduction to outdoor adventure activities in an environment that fosters teamwork and challenges their personal boundaries. Students explore their understanding of outdoor pursuits, with the view to develop their knowledge and skills.

Practical activities may include:

- Teamwork
- Equipment
- Rock Climbing
- Written tasks
- Environmental study
- Orienteering / Geocaching

YEAR 8

OUTDOOR EDUCATION

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Outdoor education is a challenging and rewarding subject. This course focuses on the environment and developing an awareness of environmental issues through observation and evaluation.

Practical activities include:

- Leadership
- Menus and cooking
- Hiking
- Minimal impact
- Compass / orienteering

YEAR 8

HEALTH & PHYSICAL EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 8 Health and Physical Education is composed of two lessons of PE and one Health lesson per week. In Physical Education lessons students will participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical activities may include:

- Athletics
- Soccer
- Netball
- Volleyball
- Team Games

Health topics include:

- Managing yourself
- Skills for your health

Learning activities:

- Small sided games and activities
- Participation in physical activities
- Group discussions
- Written exercises
- Individual and group work

Assessment

- Practical skills rubrics
- Self and peer assessments
- Written tasks

YEAR 9

HEALTH & PHYSICAL EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Year 8 Health and Physical Education

COURSE DESCRIPTION

Year 9 Health and Physical Education is composed of two lessons of PE and one Health lesson per week. In Physical Education lessons students will participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical activities may include:

- Basketball
- Football codes
- Sofcrosse
- Athletics
- Fitness
- Archery

Health topics include:

- Resilience
- Evaluating health
- Mental health
- Fitness
- Communication

Learning activities:

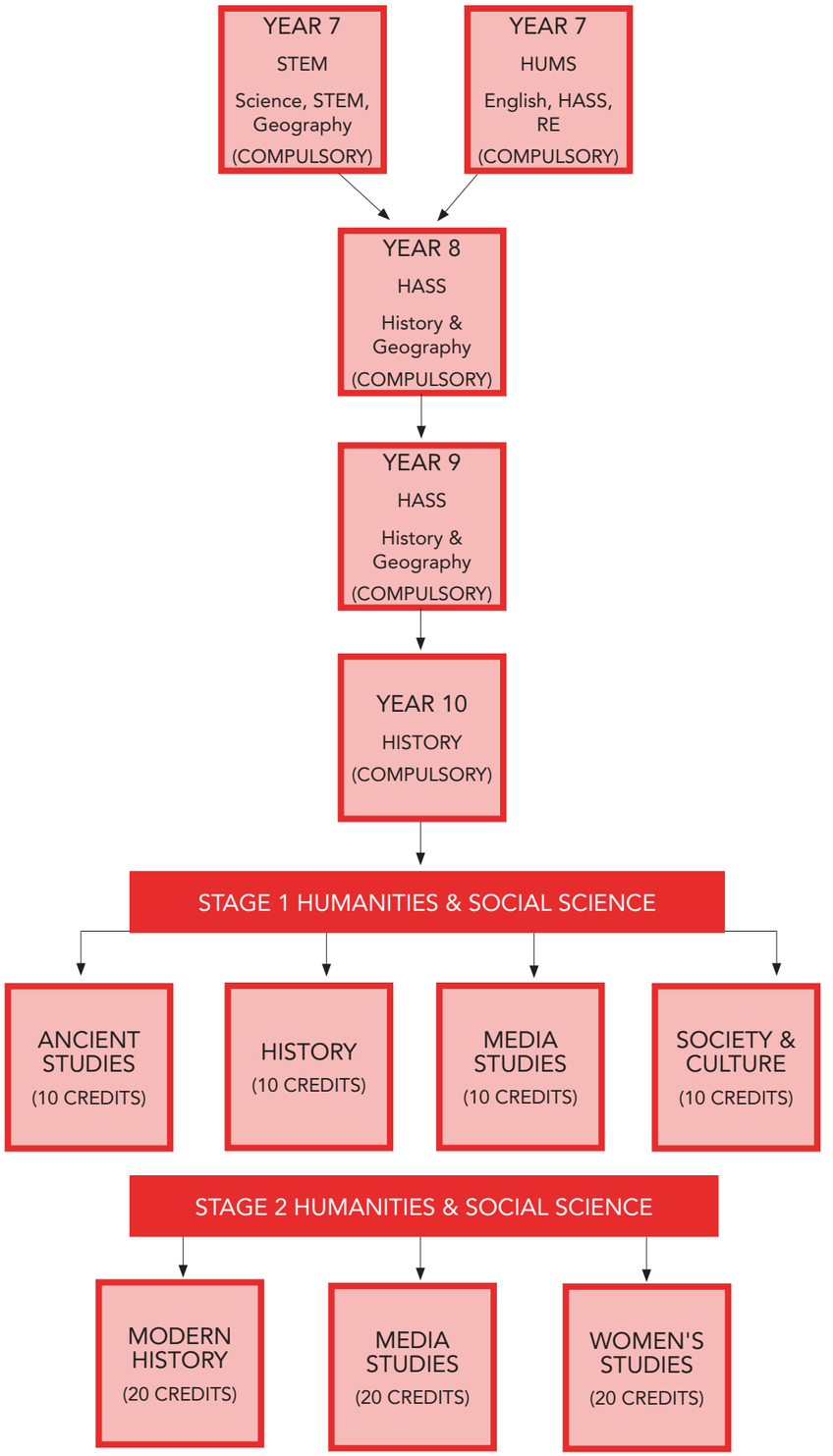
- Small sided games and activities
- Participation in physical activities
- Group discussions
- Written exercises
- Individual and group work

Assessment

- Practical skills rubrics
- Self and peer assessments
- Written tasks

HUMANITIES

Subject Flowchart



YEAR 7

HUMS (HASS)

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

COURSE DESCRIPTION

Sustainable pasts, presents, futures.

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across Geography, Civics and Citizenship and Economics and Business.

Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

Year 7 History integrates learning through the Humanities to provide students with authentic and real world contexts which are engaging and challenging.

The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Topics covered include:

- Investigating the ancient past including Australia's ancient past
- The Mediterranean World - Ancient Egypt
- The Asian World - Ancient China

YEAR 7

STEM (Geography)

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Nil

COURSE DESCRIPTION

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

YEAR 8

HASS

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Incorporating the study of History, Geography, Civics and Citizenship and Economics and Business, HASS provides the opportunity for students to learn about the world in which they live while equipping them with the necessary skills to be active members of society.

The course focuses on the skills of inquiry focusing on the topics of:

- Children's Rights and Responsibilities
- Mapping
- Landforms
- Coastal Environments - Fieldwork
- Medieval Europe and Medieval Japan
- The Black Death
- Australian Government
- Mega cities
- Economic issues

Learning activities include:

- Enquiry based projects
- Field Trip
- Excursions
- Medieval Fair

YEAR 9

HASS

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Year 8 HASS

COURSE DESCRIPTION

Year 9 HASS is structured around units of learning in the areas of History, Geography, Civics and Citizenship and Economics and Business. This may include:

GEOGRAPHY

- Biodiversity and global food security
- Fair trade

HISTORY

- Effects of the Industrial Revolution
- Impact of the colonisation on the 'First Australians'
- Causes and effects of the First World War

CIVICS AND CITIZENSHIP

- Political systems
- Nature of citizenship, diversity and identity in today's society

ECONOMICS AND BUSINESS

- Role of individuals, businesses and governments in the economy
- Consumer and financial literacy

Learning and assessment activities may include:

- Folios
- Source Analysis
- Individual and group activities

LANGUAGES OTHER THAN ENGLISH

Subject Flowchart

YEAR 7
ITALIAN
(COMPULSORY)

↓

YEAR 8
ITALIAN
(COMPULSORY)

↓

YEAR 9
ITALIAN
(ELECTIVE)

↓

YEAR 10
ITALIAN
(ELECTIVE)
(FULL YEAR)

↓

STAGE 1 LANGUAGES OTHER THAN ENGLISH

↓

STAGE 1
ITALIAN
(20 CREDITS)

↓

STAGE 2 LANGUAGES OTHER THAN ENGLISH

↓

STAGE 2
ITALIAN
(20 CREDITS)

YEAR 7

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory

COURSE DESCRIPTION

Students use spoken and written Italian in a range of personal and social contexts. They describe people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. They understand main points and some specific details in a range of texts organised around familiar and unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.

Students work both collaboratively and independently, exploring different modes and genres of communication including their current social, cultural and communicative interests. They use modelled and rehearsed language in familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison.

Topics include:

- Greetings and basic vocabulary
- School in Italy
- The family
- City versus Country life
- Italian food

Learning activities include:

- Inquiry task on Rome
- Italian Regions and Geography
- Roles plays and learning games
- Italian films
- Italian songs
- Cooking and eating Italian food
- Inquiry task about Italian culture, products or country

YEAR 8

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

In the study of Italian, students will develop their communication skills of listening, speaking, reading and writing. They will learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students will develop skills in understanding how languages work. Learners will also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

Topics include:

- Pastimes and weekends
- Nationalities and Languages
- Modes of transport
- Italian Food

Learning activities include:

- Inquiry task on Rome
- Italian Regions and Geography
- Role plays and learning games
- Italian films
- Italian songs
- Cooking and eating Italian food
- Inquiry task about Italian culture, products or country

YEAR 9

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / OPTIONAL Elective
PRE-REQUISITES: Year 8 Italian

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students will develop their communication skills of listening, speaking, reading and writing. They will learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students will develop skills in understanding how languages work. Learners will also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

Topics include:

- Asking and giving directions
- Italian food and shops
- Housing in Italy
- Health and the body
- Festivals
- Travel and transport
- Weather
- Fashion
- Geography of Italy
- Region of Italy

Learning activities include:

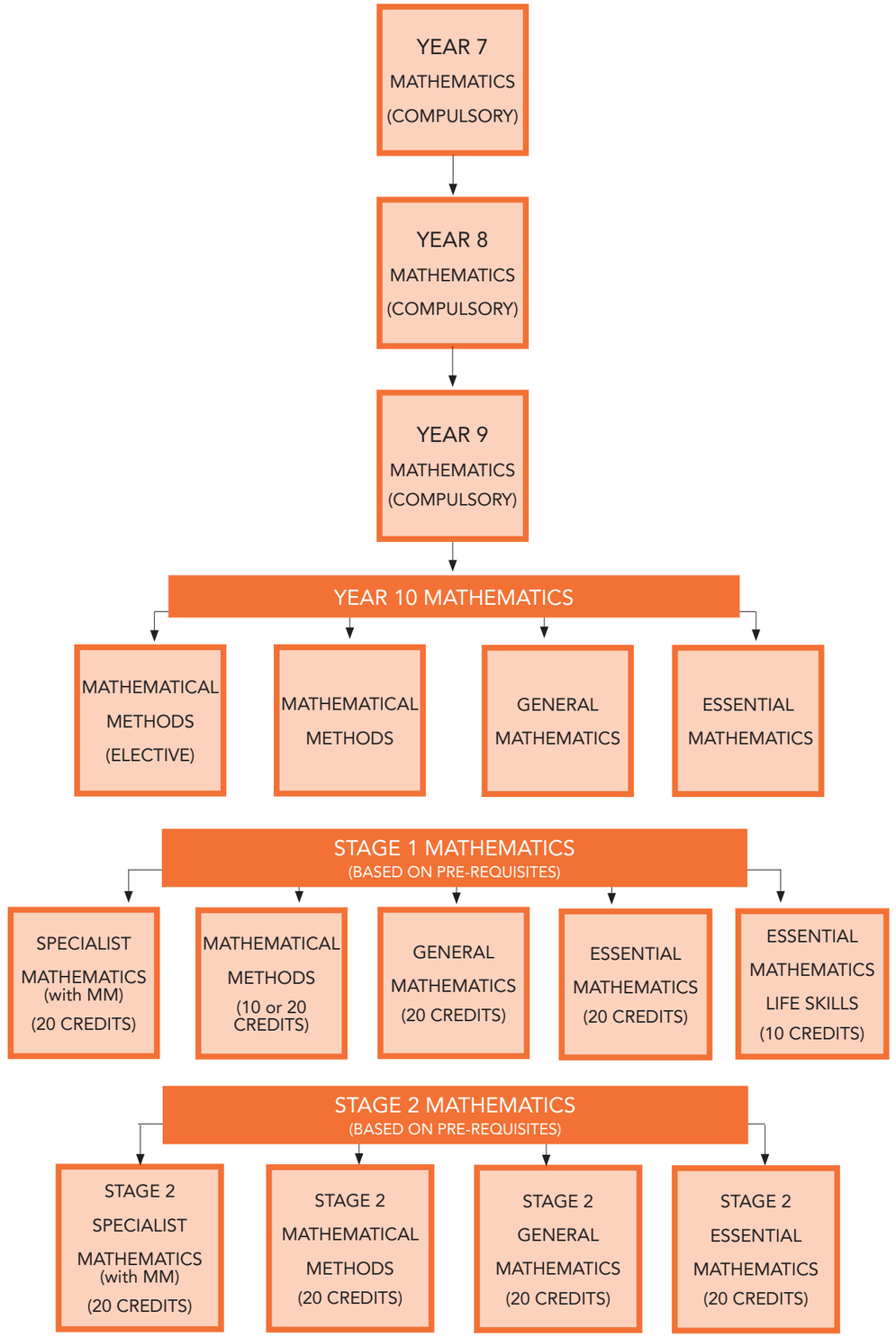
- Describing family members and the house
- Projects
- Role plays
- Italian films
- Fashion parades
- Weather forecasts
- Cooking and eating Italian food

ADDITIONAL INFORMATION

In order to study a language at the senior levels, students must complete a year of Italian in Year 9 and continue the study of the language at Year 10.

MATHEMATICS

Subject Flowchart



YEAR 7

MATHEMATICS

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL Compulsory - Core Subject

COURSE DESCRIPTION

At Kildare College, in Year 7, our focus is to develop and consolidate key foundational skills. This is achieved through students engaging in a range of diagnostic activities, from which individual online learning programs are developed. The individual learning programs enable students to engage with mathematics that they are ready to learn which, in turn, boosts their confidence and enjoyment of mathematics.

By engaging in a range of practical rich tasks, projects, and individual and group work students develop key skills in the three main areas:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability

YEAR 8

MATHEMATICS

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL Compulsory - Core Subject

PRE-REQUISITES: Year 7 Mathematics

COURSE DESCRIPTION

At Kildare College in Year 8, the Mathematics team use a variety of teaching styles including interactive rich tasks, online learning and sustained inquiry projects. This enables students to build on the key foundational skills previously consolidated. The focus in year 8 is to develop a sense of the connection between mathematics and real life contexts.

By engaging in a range of practical rich tasks, projects, and individual and group work students develop key skills in the three main areas:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability

YEAR 9

MATHEMATICS

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL Compulsory - Core Subject

PRE-REQUISITES: Year 8 Mathematics

COURSE DESCRIPTION

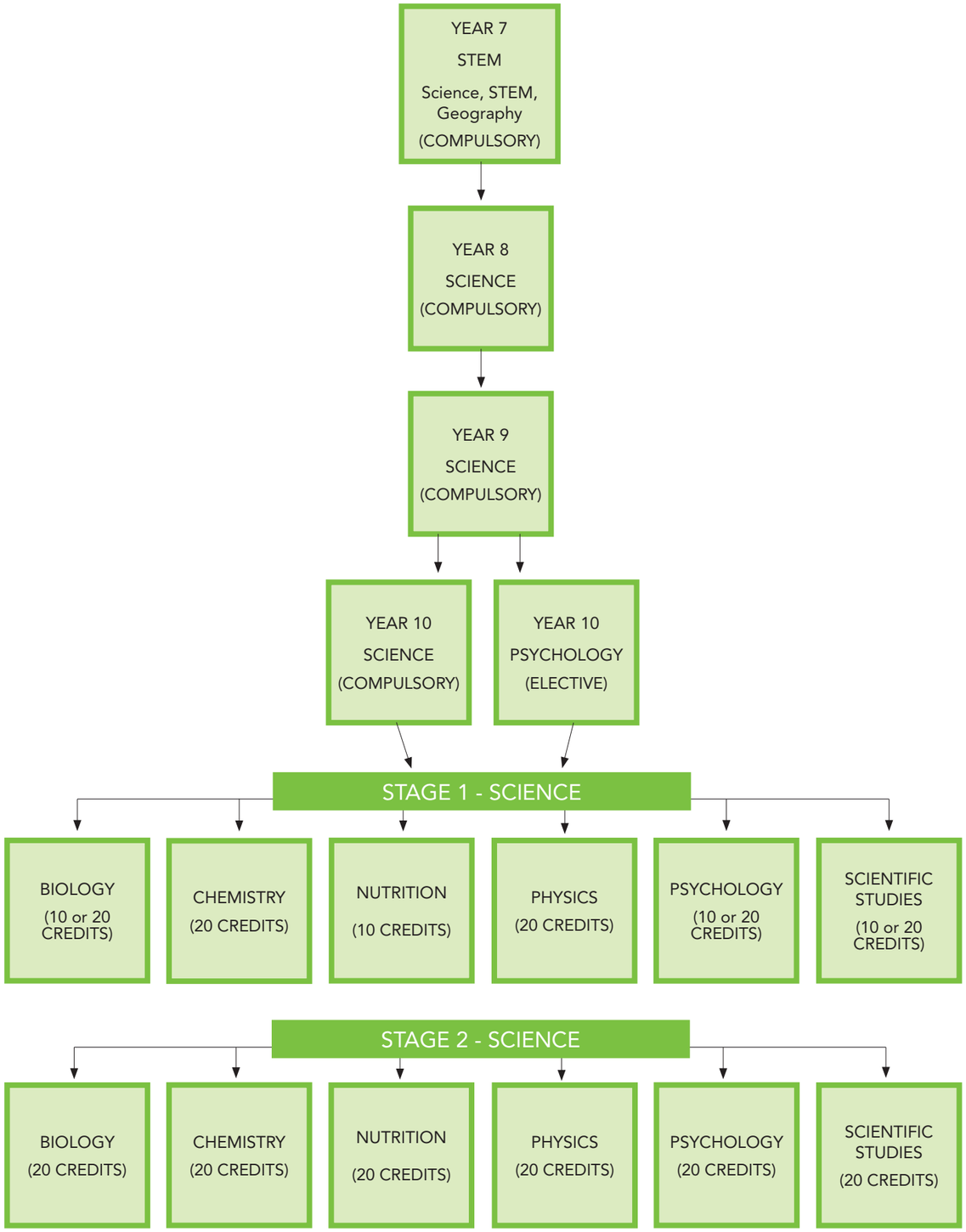
The Mathematics lessons in Year 9 at Kildare College will be set according to strengths and capabilities. Students engage in a variety of activities such as, long term authentic projects, online learning tasks and open-ended rich tasks. The focus for Year 9 is to develop deep understandings of the connections between mathematics and the real world.

By engaging in a range of practical rich tasks, projects, and individual and group work students develop key skills in the three main areas:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability

SCIENCE

Subject Flowchart



YEAR 7

STEM (Science)

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

COURSE DESCRIPTION

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Topics include:

- Working Scientifically
- Classification of Organisms
- Interactions between Organisms
- Mixtures
- Forces and Motion
- Renewable Resources
- Predictable phenomena on Earth

Assessment will consist of topic tests and investigations each semester.

Learning activities include:

- Inquiry Task
- Practical activities, demonstrations and investigations
- Individual and group work
- Topic Tests

YEAR 8

SCIENCE

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 8 students are introduced to the many facets of science, including a range of scientific concepts, identification of the different strands of science and what it means to work scientifically. They are familiarised in the use of scientific apparatus and required to participate in a range of experiments. Students are encouraged to participate in various science competitions throughout the course of their schooling. Students will be able to identify how science is an important part of their everyday lives.

Topics include:

- Working scientifically
- Cells
- Body systems
- States of matter
- Elements, compounds and mixtures
- Chemical change
- Sedimentary, igneous and metamorphic rocks
- Transferring and transforming energy

Assessment will consist of topic tests and investigations each semester.

Learning activities include:

- Inquiry Task
- Practical activities, demonstrations and investigations
- Individual and group work
- Topic tests

YEAR 9

SCIENCE

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Year 8 Science

COURSE DESCRIPTION

All students in Year 9 at Kildare College study Science according to the Australian National Curriculum.

In Year 9, students explore ways in which the human body as a system responds to its environment and the effects of biotic and abiotic factors in ecosystems. They are introduced to the subatomic particles; protons, electrons and neutrons, and nuclear decay. They learn that matter can be rearranged through chemical change and are introduced to the concept of the conservation of matter and energy transfer. They begin to apply their understanding of energy and forces to continental movement.

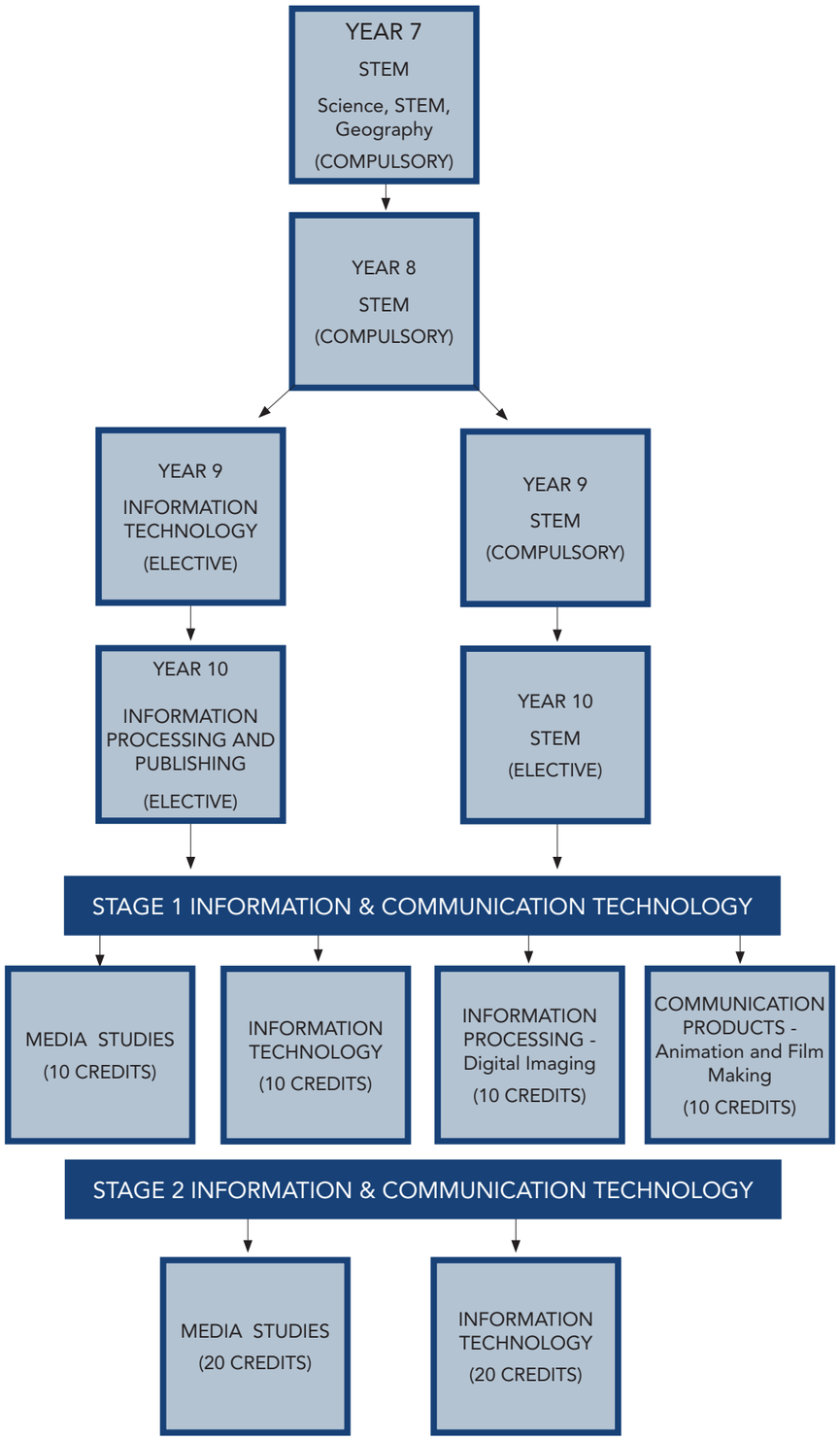
Assessment occurs across the following areas: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and consists of a number of tests, and investigations per semester.

Topics include:

- Multicellular Organisms
- Ecosystems
- Matter
- Chemical Reactions
- Plate Techtonics
- Energy Transfer

DIGITAL TECHNOLOGIES

Subject Flowchart



YEAR 7

STEM

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

COURSE DESCRIPTION

The design-thinking based course will integrate maths, science and the Digital Technologies curriculum. Students will learn the tools entrepreneurs use including how to identify problems, validate solutions, create viable products and pitch ideas. They will think creatively and use problem-solving skills to transform their ideas into reality.

The course may have a range of strands which will be introduced after an initial induction period.

- Lego Robotics
- 3D Printing
- Sustainable design
- Computer Aided Design

YEAR 8

STEM

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Nil

COURSE DESCRIPTION

The design-thinking based course will integrate maths, science and the Digital Technologies curriculum. Students will learn the tools entrepreneurs use including how to identify problems, validate solutions, create viable products and pitch ideas. They will think creatively and use problem-solving skills to transform their ideas into reality.

The course may have a range of strands which will be introduced after an initial induction period.

- Lego Robotics coding
- 3D Printing
- Sustainable design
- Coding a Video Game
- Computer Aided Design

YEAR 9

STEM

LENGTH OF COURSE: Full year

COMPULSORY / OPTIONAL: Compulsory - Core Subject

PRE-REQUISITES: Year 8 STEM

COURSE DESCRIPTION

An integration of maths, science and the Digital Technologies curriculum, students learn through design thinking and real world problem solving. Students follow an Engineering Design Process to transform problems into functional solutions.

This course covers a range of strands including;

- 3D Printing
- Coding a Video Game
- Electronics
- Product design drone applications
- Sustainable Design

YEAR 9

INFORMATION TECHNOLOGY

LENGTH OF COURSE: One Semester

COMPULSORY / OPTIONAL: Optional

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students are provided with the opportunity to develop skills, knowledge and understanding in the use of Multimedia applications that will support their learning and presentations across the curriculum.

This course has the following focus areas:

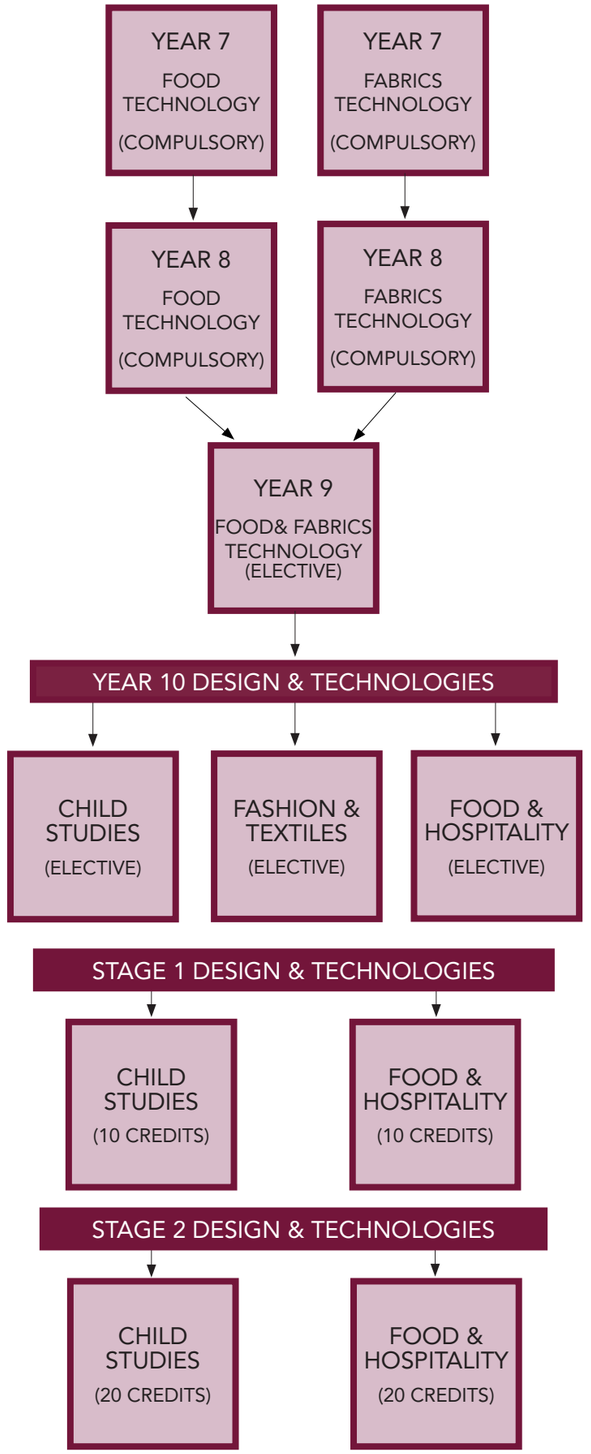
- ICT theory (digital images)
- Photoshop skills
- Photoshop design project
- Photo Story
- Audacity

In this course there is significant emphasis on major projects which require designing, producing, critiquing and creative problem solving.

By completion of this course, students will be well placed to undertake Multimedia and SACE Stage 1 Web Design in Year 10.

DESIGN AND TECHNOLOGIES

Subject Flowchart



YEAR 7

FABRIC TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students explain factors that influence the design of fabric products to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.

They create and adapt fabric design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies. They independently and safely produce effective designed fabric products for the intended purpose.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual Research
- Written Evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

During this course students will learn and develop basic safety, equipment and cooking techniques. They will have the opportunity to plan, prepare, present and evaluate a variety of sweet and savoury dishes based around these techniques. Students will also research into the design and legal requirements of food packaging and create a unique design and product of their own.

LEARNING ACTIVITIES

- Kitchen Safety
- Basic cooking techniques
- Evaluation of practical skills
- Food packaging and its requirements and design

YEAR 8

FABRIC TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

During this course students explore and create a textiles product of their choice. Students learn to follow a design process through their design, planning, production and evaluation of a product such as a toy, pencil case, pillow, wheat bag etc. This course gives students the opportunity to learn basic hand and machine sewing skills while producing a textiles products with their own personal design.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual Research
- Written Evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Compulsory
PRE-REQUISITES: Nil

COURSE DESCRIPTION

During this course students will learn and develop basic safety, equipment and cooking techniques. They will have the opportunity to plan, prepare, present and evaluate a variety of sweet and savoury dishes based around these techniques. Students will also research into the design and legal requirements of food packaging and create a unique design and product of their own.

LEARNING ACTIVITIES

- Kitchen Safety
- Basic cooking techniques
- Evaluation of practical skills
- Food packaging and its requirements and design

YEAR 9

FABRIC AND FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / OPTIONAL Optional
PRE-REQUISITES: Nil

PART A - FABRIC TECHNOLOGY

COURSE DESCRIPTION

During this course students will use a simple pattern to create pyjama shorts or pants.
In the construction of the piece students may use techniques such as commercial
construction and creating elastic casings. Students will also look at the functionality of fabrics, with a focus on design elements and fabric suitability.

LEARNING ACTIVITIES

- Fabric functionality and design
- Pattern use
- Project design, construction and critique
- Sewing techniques

PART B - FOOD TECHNOLOGY

COURSE DESCRIPTION

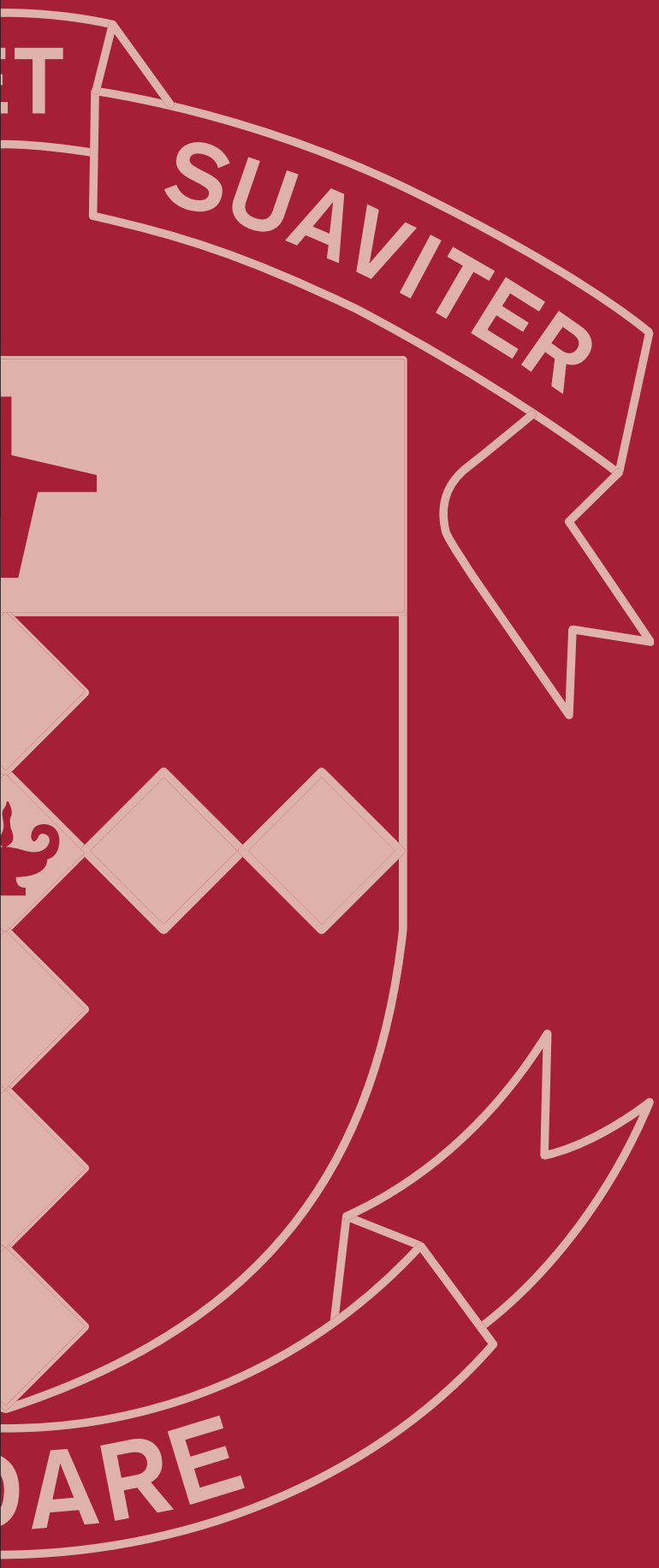
During this course students will explore a range of cooking techniques. They will have the opportunity to plan, prepare and present a number of sweet and savoury dishes showcasing these techniques. Students also research into the design and legal requirements of food packaging.

LEARNING ACTIVITIES

- Study of food advertising requirements
- Analysis of cooking techniques and outcomes
- Evaluation of practical skills
- Experimenting with presenting and plating up food

NOTES

NOTES



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