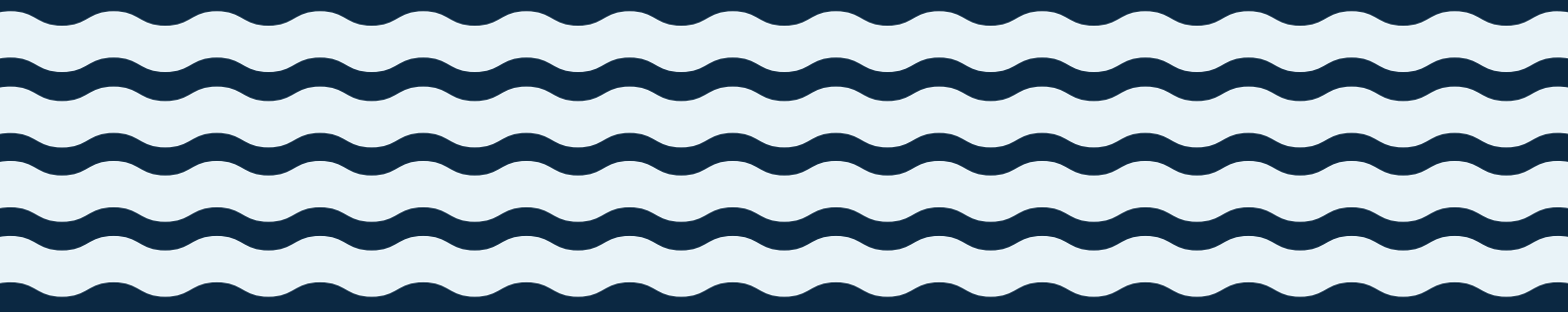




St Francis
of Assisi College
Laudato Si'

7-9

Middle Years Curriculum Handbook







St Francis
of Assisi College

Laudato Si'

Our Vision

We provide an innovative and contemporary Catholic education tailored to students, their families and communities, leading to a life-long love of learning. Grounded in our Catholic faith, we are student centred where personalised learning, collaboration and interactive technology enable authentic and deep learning experiences. We foster an environment grounded in acceptance and kindness, where all are welcome. Our young people thrive, confident and courageous in their learning, connections and faith, emerging as conscious contributors to our Riverland region and beyond.

Our Mission

Inspired by *Laudato Si'*, we deliver an exceptional secondary Catholic education where students fulfill their potential and embrace the fundamental role of community in nurturing deep and respectful relationships with self, others and our common home.



College Education Program

St Francis of Assisi College provides an innovative and contemporary Catholic educational pathway tailored to students, leading to life-long love of learning. Inspired by Laudato Si', we foster authentic and deep learning experiences that encourage young people to care for each other, the environment and our local and broader community.

The College builds a collaboration of learners with leadership opportunities, choices, and the agency to build strong communities through unique projects, teaching and learning, practical partnerships, and access to resources.

The education program empowers young people to view the world critically, to think and act independently, cooperatively, and responsibly. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct, organise and synthesise knowledge. Teachers develop course outlines aligned to ACARA and the CESA Key Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

Explicit literacy and numeracy teaching will be a priority across all learning areas in Years 7 to 12. This will be reflected in our teaching and learning programs, and the way our educators will collaborate to ensure each student has a personalised learning pathway.



Years 7-9

Curriculum Overview

In Years 7-9, the courses of study are based on the requirements of the Australian Curriculum Assessment and Reporting Authority (ACARA). All three levels of Middle School offer a curriculum that is challenging and diverse and provides students with flexibility. Students experience an integrated approach to their core curriculum offerings, providing the opportunity for deep learning experiences, the explicit teaching of subject specific concepts, and the development of strong teacher, student, and parent partnerships.

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

In Years 7 to 9, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics, Science, Health and Physical Education, The Arts, and Languages.

Students are given experiences in the full range of specialist subjects across Years 7 -9. Specialist subjects will be offered in the following:

- Visual and Performing Arts
- Design and Technology:
- Food and Hospitality
- Digital Technologies
- Health and PE elective options



2023

Curriculum Overview

Learning Area	Year 7	Year 8	Year 9
Religious Education	Religion	Religion	Religion
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Humanities and Social Science (HASS)	HASS	HASS	HASS
Health and Physical Education	HPE	HPE	HPE
Technologies	Cyberology	Coding and Robotics	Virtual Worlds
	Wood Technology	Wood Technology	Wood Technology
	Food Technology	Food Technology	Food Technology
	Digital Essentials	Textiles	
The Arts	Media Arts	Visual Arts	Visual Arts
	Music	Music	Music
Integrated	Outdoor Education	Outdoor Education	Outdoor Education
	Kitchen Garden	Kitchen Garden	Kitchen Garden
			STEM

Pastoral Care

The College Pastoral Care program is delivered by Home Group teachers in a double lesson every week. We aim to promote and nurture our students to develop a positive self-concept, provide opportunities for social connection, and develop the skills to bounce back when faced with challenges.

St Francis of Assisi College incorporates the principles of positive education and intentional practice to provide a consistent, school wide approach to pastoral care and wellbeing. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. Intentional practice guides our decision-making and brings our students to the core of what we do to ensure we are growth focused in relation to students' development.

Throughout the Middle Years, students are guided by and work alongside their home group teachers or key year level teachers to develop explicit skills in:

- Study Habits and Goal Setting
- Responsibility and Organisational skills
- Building and maintaining positive relationships
- Restoring right relationships
- Independent and Collaborative Learning

The Pastoral Care program facilitates experiences for our young people to engage with their Faith and Spirituality and to connect to the broader Riverland community through social justice initiatives. Community Service is encouraged for all students to participate in through our two student-led action groups; the Laudato Si' Action Group, and the Community Wellbeing Action Group. These two groups plan and promote initiatives (events, clubs, meetings, fundraisers) that are focussed on improving the College environment for students and to engage in projects that benefit the broader community.

Pastoral Care also covers the following Child Protection Curriculum themes;

- The right to feel safe (warning signs)
- Relationships (recognising harassment & power in relationship)
- Recognising and reporting abuse (cyber safety)
- Protective strategies (where to go for help)

In addition to scheduled Pastoral Care lessons, all Middle School students participate in Outdoor Education Camps, and Retreats centred on personal, social, and spiritual development.





St Francis
of Assisi College

Laudato Si'

YEAR 7

YEAR 7 SUBJECTS

SUBJECT: RELIGIOUS EDUCATION

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

At St Francis of Assisi College, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition and develop an appreciation of the significance of faith within their own lives. Students are provided multiple opportunities to research, question, and reflect on a range of religious topics.

- Sacred Texts
- God, Us and Faith
- Lent and Easter
- Catholic Church within Australia
- MITIOG

The Religious Education curriculum will also include a Retreat program, which will allow students to reflect on the College's connection to Laudato Si' by exploring how they care for self, care for others, and care for the environment.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Reflection responses
- Investigations
- Presentations
- Creative activities

SUBJECT: ENGLISH

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

English at year 7 will focus on the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing a student's knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative writing
- Persuasive writing
- Recount writing
- Novel study
- Film study
- Oral presentation
- Report writing
- Essay
- Poetry
- Short Film making
- Multimodal presentations
- Group tasks
- Language and literacy skills

YEAR 7 SUBJECTS

SUBJECT: MATHEMATICS

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

Students will access individualised Mathematics-specific learning through the Maths Pathways Program and take part in small group activities to promote skill acquisition. This model facilitates personalised learning for each student that enables each student to master content that they are ready for. After completing a series of diagnostic tests, each fortnight students complete individual and group learning activities, rich learning tasks, and a variety of learning activities designed to promote fluency, flexibility, and a positive approach to learning and using mathematics.

Topics include:

Number and Algebra

- Number and place value
- Real number
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear relationships

Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Statistics and Probability
- Chance
- Data representation and interpretation

EVIDENCE OF LEARNING:

Mathematics tasks are assessed using the Australian Curriculum achievement standards, through the Maths Pathways program.

SUBJECT: SCIENCE

COURSE LENGTH: Full Year

SUBJECT 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.

Topics Include:

- Lab Safety
- Mixtures and Solutions
- Water Cycle and Properties
- Food Chains and Food Webs
- Biological Classification
- Sun, Earth and Moon
- Renewable and non-renewable
- Forces

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards.

Investigations Folio

- Practical Investigation
- Research Investigations
- Skills and Applications Tasks
- Knowledge Assignments
- Topic Tests

YEAR 7 SUBJECTS

SUBJECT: Humanities and Social Sciences (HASS)

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

In the Year 7 HASS curriculum, 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. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. 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.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

SUBJECT: Health and Physical Education

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

Healthy Lifestyles has a thematic approach to empower students to better their health and wellbeing as well as recognising the importance of this within their community. Students will have the opportunity to think critically and creatively while applying personal and social skills. Students will develop skills to maintain respectful and trusting relationships that will promote safety, inclusiveness and resilience. Students will focus and discuss a range of complex issues that they are likely to encounter throughout their lives and learn a variety of ways to navigate a world of competing values, rights, interests and norms. Students will be exposed to learning the movement skills and concepts delivered through a variety of game categories and will explore the role that games, sports, outdoor recreation, rhythmic and expressive activities contribute to participation in a healthy lifestyle.

Content:

- Athletics and Rowing
- Net/Wall/Court Games/ Invasion Games
- Striking & Fielding Games
- Sport Education (SEPEP)
- Health Promotion & Active Communities
- Nutrition & Physical Activity
- Mental Health
- Movement Analysis

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards.

- Technical Development
- Tactical Understanding
- Social Skills
- Participation & Organisation
- Skills
- Understanding

YEAR 7 SUBJECTS

SUBJECT: CYBEROLOGY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

In this subject, students will have the opportunity to apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. Students represent and communicate their algorithmic solutions using flowcharts. They check their solutions meet the specifications by testing and debugging their algorithms before and during implementation.

Content:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

SUBJECT: WOOD TECHNOLOGY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students will be introduced to the subject of Wood Technology by developing confidence and competence with safety and skills in the workshop. Students will learn about the design process, including researching, designing, creating and reviewing. Students will also be exposed to computer aided design (CAD) as part of the design process.

Content:

- Safety & Skills Booklet
- Hand Tools
- Basic Power Tools
- The Design Process
- Wooden Spatula

EVIDENCE OF LEARNING:

Students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.



YEAR 7 SUBJECTS

SUBJECT: DIGITAL ESSENTIALS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Coping with the demands of technology can be a daunting task in the 21st Century, but this subject allows students the greatest advantage in setting up the essential skills required to engage with digital technology in a dynamic setting. With crash courses in file management, Microsoft Office 365, basic referencing, internet searching and presentation skills this subject is everything a student needs to flourish in school for the years ahead.

This subject also links to Laudato Si' and Catholic Earth Care, allowing students to collaborate and purposefully use ICT to contribute to raising awareness of the issues faced at school and to be more caring of our common home.

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum General Capability, Information and Communication Technology (ICT). Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Presentations
- Investigations
- Written reports

SUBJECT: MASTER OF MEALS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students will develop their confidence with kitchen foundations, food safety and hygiene through several practical and theory-based experiences. A focus on accurate measurement of ingredients and recipe reading takes priority as students navigate through our food technology curriculum.

Topics include:

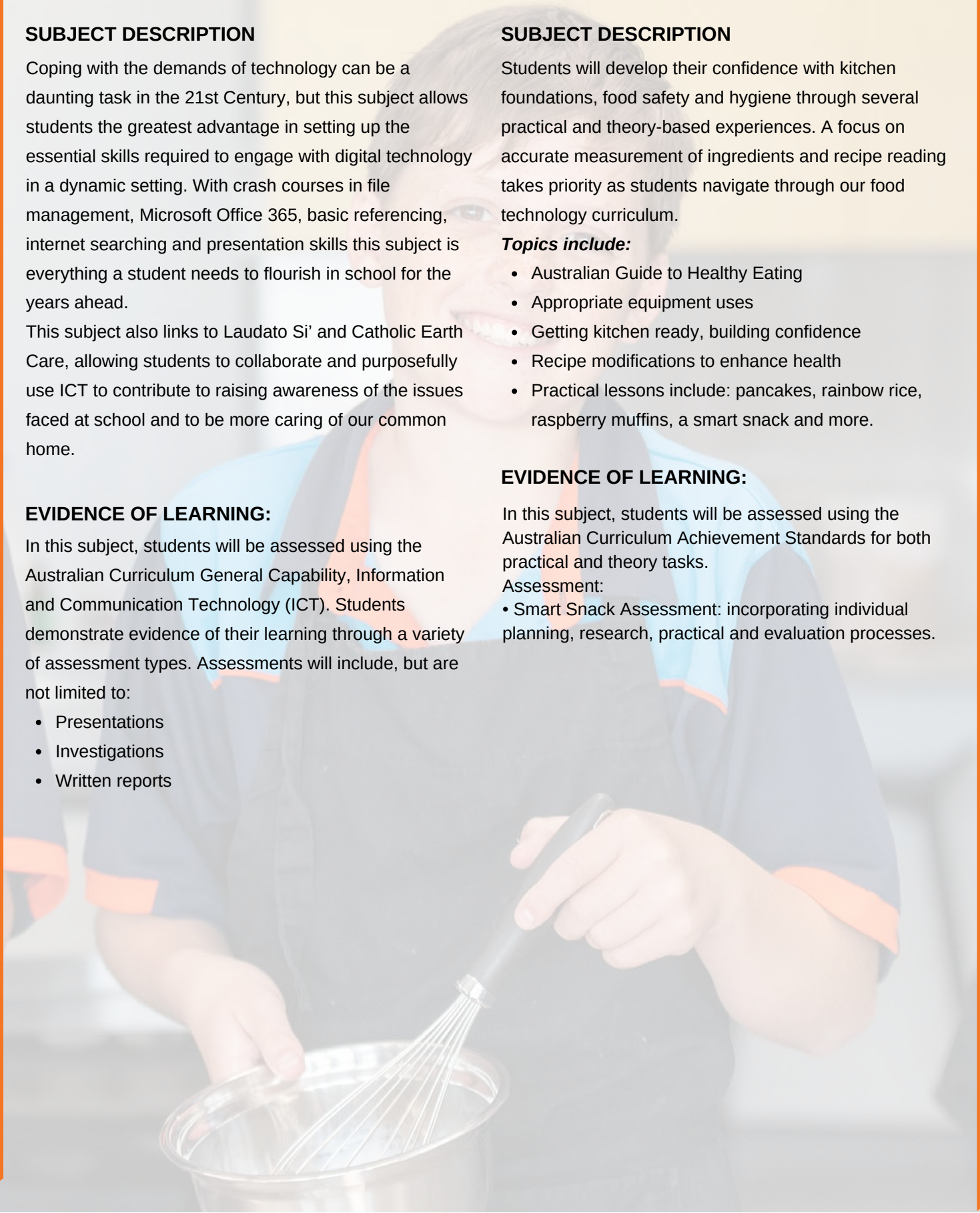
- Australian Guide to Healthy Eating
- Appropriate equipment uses
- Getting kitchen ready, building confidence
- Recipe modifications to enhance health
- Practical lessons include: pancakes, rainbow rice, raspberry muffins, a smart snack and more.

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

Assessment:

- Smart Snack Assessment: incorporating individual planning, research, practical and evaluation processes.



YEAR 7 SUBJECTS

SUBJECT: MEDIA ARTS

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

Students will begin by exploring the history of film and the importance of film trailer creation. Students will then explore how the combination of sound, colour, special effects and graphics can be used to change the mood and overall tone of the film. Students will then apply this knowledge and understanding with the use of technology to demonstrate their skills in editing techniques.

EVIDENCE OF LEARNING:

Students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

SUBJECT: OUTDOOR EDUCATION

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

Year 7 Outdoor Education provides students with the opportunity to develop their practical skills and understanding with a focus on the Ocean. Students will participate in a range of group dynamics activities, aimed at developing teamwork, communication and initiative skills. The subject will centre around a 3-day camp in Term 1 at Port Hughes on the Yorke Peninsula, used to expose students to ocean-based activities and develop social connections.

Content:

- Blue the Film
- Group Dynamics Activities
- Camp Preparation & Reflection
- Ocean Sustainability

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

YEAR 7 SUBJECTS

SUBJECT: KITCHEN GARDEN

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

This subject integrates almost every learning area through hands on learning, involving both the kitchen and garden functions. Students will take ownership of our community garden, immersing themselves in the learning opportunities that flow directly into the kitchen. Students will grow, harvest, and prepare their own food, learning about the processes involved with each step. Through these learning experiences students will gain insight into the notion of 'paddock to plate' and thus encouraging them to have awareness of food sustainability and food miles.

Topics include:

- Identifying and classifying plants
- Shopping economically
- Composting
- Recipe reading, modification, and preparation
- Garden construction projects: scarecrow, mosaic tiles for path, etc.
- Adopt a plant
- Botanical drawings
- Seeds and seedlings
- Watering and irrigation

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

SUBJECT: MUSIC

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students will be introduced to a range of instruments, where they will work to develop practical skills through solo and ensemble performances. Students will study basic theory concepts, music from other cultures and compose music using music technology software. They will explore how music can impact an audience and will demonstrate and apply their knowledge in a variety of different assessment tasks.

Evidence of Learning: Evidence of student learning will be assessed against the Australian Curriculum achievement standards. Students demonstrate evidence of their learning through a variety of assessment types.

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

Assessments will include, but are not limited to:

- Instrumental performances on a range of instruments
- Presentations
- Theory assessment tasks
- Music compositions using technology and a range of instruments



St Francis
of Assisi College
Laudato Si'

YEAR 8

YEAR 8 SUBJECTS

SUBJECT: RELIGION

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

At St Francis of Assisi College, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition and develop an appreciation of the significance of faith within their own lives. Students are provided multiple opportunities to research, question, and reflect on a range of religious topics.

Religious Education Topics:

- Church of the World
- Lent and Easter
- Sacramentality and Prayer
- MITIOG

The Religious Education curriculum will also include a Retreat program, which will allow students to reflect on the College's connection to Laudato Si' by exploring how they care for self, care for others, and care for the environment.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Reflection responses
- Investigations
- Presentations
- Creative activities

SUBJECT: ENGLISH

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

English at year 8 will focus on the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing a student's knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing/ Short Story
- Persuasive Writing
- Shared Novel Study
- Film Study
- Poetry
- Oral Presentation
- Language & Literacy Skills
- Advertising/Media

YEAR 8 SUBJECTS

SUBJECT: MATHEMATICS

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

In Year 8, students will access individualised Mathematics-specific learning through the Maths Pathways Program and take part in small group activities to promote skill acquisition. This model facilitates personalised learning for each student that enables each student to master content that they are ready for. After completing a series of diagnostic tests, each fortnight students complete individual and group learning activities, rich learning tasks, and a variety of learning activities designed to promote fluency, flexibility, and a positive approach to learning and using mathematics.

Topics include:

Number and Algebra

- Number and place value
- Real number
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear relationships

Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Statistics and Probability
- Chance
- Data representation and interpretation

EVIDENCE OF LEARNING:

Mathematics tasks are assessed using the Australian Curriculum achievement standards, through the Maths Pathway program.

SUBJECT: SCIENCE

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Topics include:

- Properties of Matter
- Chemical Changes
- Cells
- Multicellular Organisms
- Future Science
- Energy
- Rocks
- Fake Science

EVIDENCE OF LEARNING:

Assessed against the Australian Curriculum achievement standards.

Investigations Folio

- Practical Investigation
- Research Investigations
- Skills and Applications Tasks
- Knowledge Assignments
- Topic Tests

YEAR 8 SUBJECTS

SUBJECT: HEALTH AND PHYSICAL EDUCATION

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

Healthy Lifestyles empowers students to develop a range of strategies and develop resources to manage changes and transitions and investigate their impact on identities. Through this thematic approach, students evaluate the effects on wellbeing of relationships and valuing diversity. Students analyse factors and demonstrate skills to make informed decisions and propose and implement actions that promote actions that enhance their own, others' and community health, safety and wellbeing. Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and consider how connecting to the environment can enhance health and wellbeing. Students demonstrate control and accuracy when performing specific movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations.

Content:

- Athletics
- Dance
- Net/Wall/Court Games/Invasion Games
- Striking & Fielding Games/ Target Games
- Sport Education (SEPEP)
- Respectful Relationships
- Alcohol & Other Drugs
- Nutrition & Physical Activity
- Historical & Cultural Significance of Sports

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards.

- Technical Development
- Tactical Understanding
- Social Skills
- Participation & Organisation
- Skills
- Understanding

SUBJECT: HISTORY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

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 AD (CE). This was when major civilisations 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.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

YEAR 8 SUBJECTS

SUBJECT: GEOGRAPHY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and Landscapes' and 'Changing Nations'.

'Landforms and Landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

'Changing Nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

SUBJECT: BUSINESS & ECONOMICS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the way markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

YEAR 8 SUBJECTS

SUBJECT: CIVICS AND CITIZENSHIP

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

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

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

SUBJECT: CODING AND ROBOTICS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

In this subject, students have the opportunity to apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition, using approaches such as divide and conquer to more clearly understand a problem by describing its component parts. Students represent and communicate their algorithmic solutions using flowcharts and pseudocode. Students check their solutions meet the specifications by testing and debugging their algorithms before and during implementation. Students apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform.

Content:

- Digital Systems
- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

YEAR 8 SUBJECTS

SUBJECT: WOOD TECHNOLOGY

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

Students will build on their confidence and competence with safety and skills in the workshop, beginning to use machines to support their production processes.

Students will go through each stage of the design process to develop a wooden dragster.

Content:

- The Design Process
- Recycled Timber Task
- Machine Safety
- Dragster Project

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

SUBJECT: FOOD OF THE WORLD

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

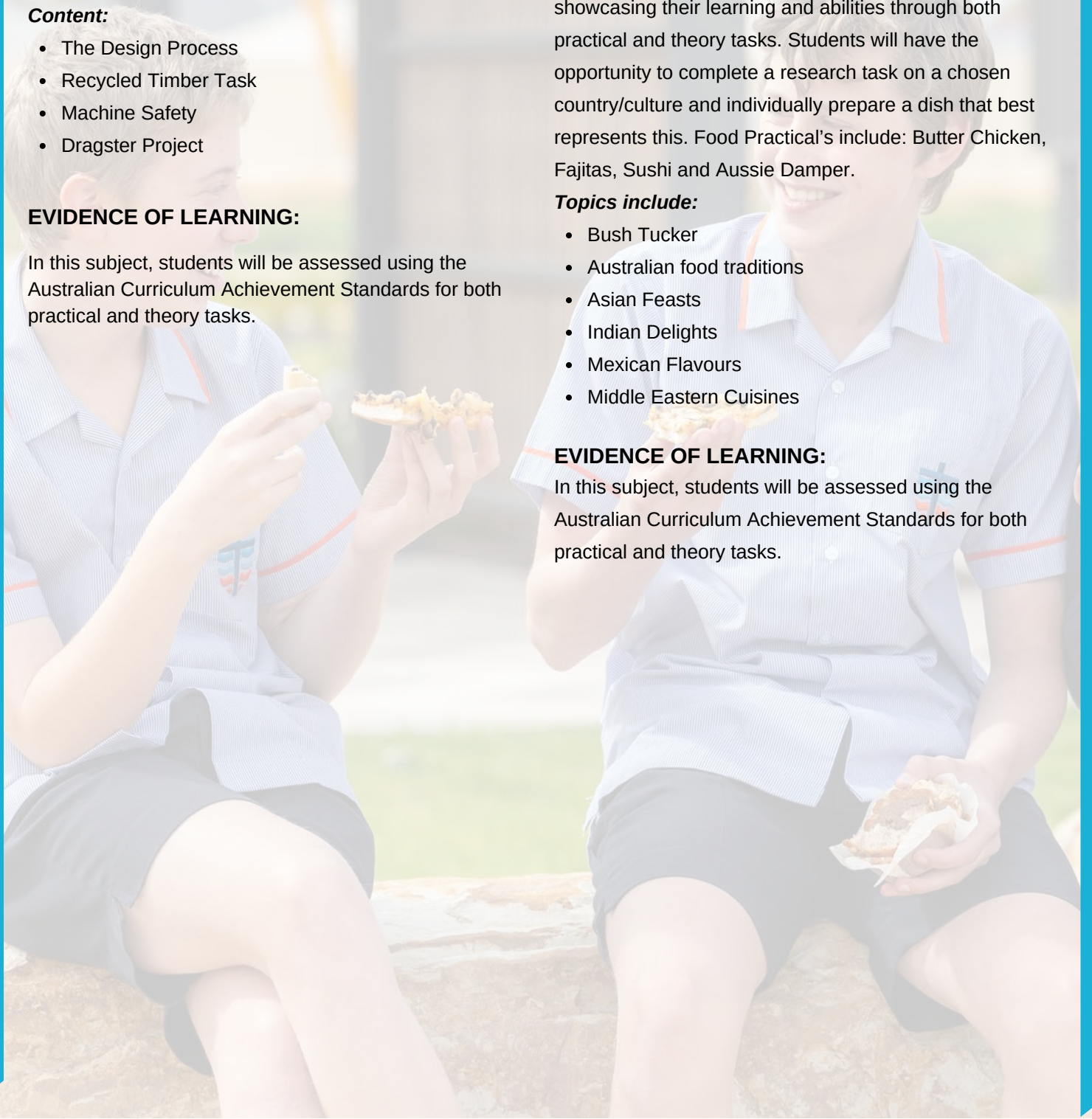
This unit delves into cultural cooking and allows students to experience culinary delights from many different countries around the world. Along with gaining an insight into cultural cooking, students will build upon their culinary skills and confidence within the kitchen, showcasing their learning and abilities through both practical and theory tasks. Students will have the opportunity to complete a research task on a chosen country/culture and individually prepare a dish that best represents this. Food Practical's include: Butter Chicken, Fajitas, Sushi and Aussie Damper.

Topics include:

- Bush Tucker
- Australian food traditions
- Asian Feasts
- Indian Delights
- Mexican Flavours
- Middle Eastern Cuisines

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.



YEAR 8 SUBJECTS

SUBJECT: TEXTILES

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

This unit of work provides students with a tactile learning experience where they can gain important hand sewing skills. Students learn the fundamentals of sewing through safety, hand sewing techniques, fabric identification and gaining an understanding of the sewing machine properties. Students complete an array of sewing activities in a practical context and will enjoy this creative outlet as they produce their own Softies.

Topics Include:

- Sewing Safely
- Hand-Sewing: stitches, threading a needle
- Machine-Sewing
- Project based tasks – design briefs

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

Assessment Type 1: Practical

- Group task: Story Time Softies, incorporating both theory and practical elements.

SUBJECT: FOOD OF THE WORLD

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

This unit delves into cultural cooking and allows students to experience culinary delights from many different countries around the world. Along with gaining an insight into cultural cooking, students will build upon their culinary skills and confidence within the kitchen, showcasing their learning and abilities through both practical and theory tasks. Students will have the opportunity to complete a research task on a chosen country/culture and individually prepare a dish that best represents this. Food Practical's include: Butter Chicken, Fajitas, Sushi and Aussie Damper.

Topics include:

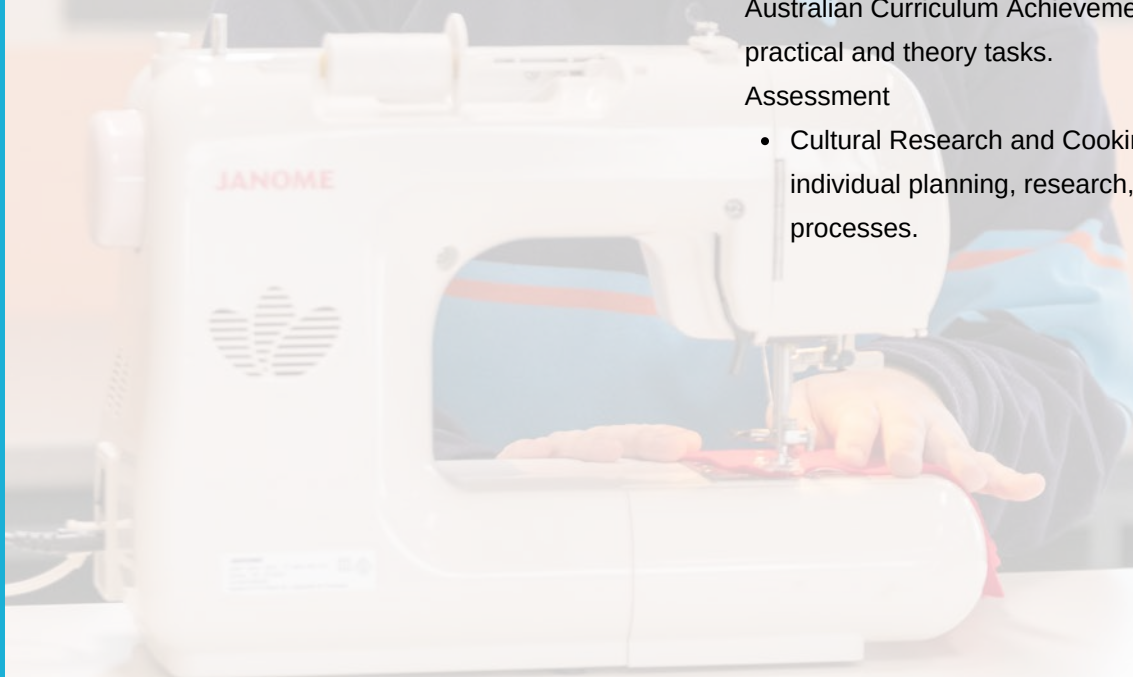
- Bush Tucker
- Australian food traditions
- Asian Feasts
- Indian Delights
- Mexican Flavours
- Middle Eastern Cuisines
-

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

Assessment

- Cultural Research and Cooking Task: incorporating individual planning, research, practical and evaluation processes.



YEAR 8 SUBJECTS

SUBJECT: VISUAL ARTS

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

This course encourages students to gain confidence through self-expression and creativity in visual art. Students focus on the core elements of art and through this process will work with a variety of 2D and 3D medias, such as: pencil, pen, clay and paint. They will develop important skills through written analysis and critical thinking throughout this unit.

Topics Include:

- Drawing with different medias
- Painting with different medias
- Sculpture with clay

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks. Students will be assessed on practical work, reflective and analytical skills.

SUBJECT: MUSIC

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

Students will be introduced to a range of instruments, where they will work to develop practical skills through solo and ensemble performances. Students will study basic theory concepts, music from other cultures and compose music using music technology software. They will explore how music can impact an audience and will demonstrate and apply their knowledge in a variety of different assessment tasks.

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards. Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Instrumental performances on a range on instruments
- Theory assessment tasks
- Music compositions using technology



YEAR 8 SUBJECTS

SUBJECT: OUTDOOR EDUCATION

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

Year 8 Outdoor Education provides students with the opportunity to develop their practical skills and understanding with a focus on the River. Students will participate in various activities surrounding Bookmark Creek, aimed at developing teamwork, communication and initiative skills. The subject will centre around a 3-day camp in Term 2 at Canoe the Riverland at Murtho, used to expose students to river-based activities and develop personal responsibility and social connections.

Content:

- The Murray River Basin
- Bookmark Creek management
- Camp Preparation & Reflection
- Kayaking (on camp)
- Orienteering

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

SUBJECT: KITCHEN GARDEN

COURSE LENGTH: **One Term**

SUBJECT DESCRIPTION

This course allows students to immerse themselves into our community garden and be involved with the upkeep and growth of seasonal produce. Students will also be involved with preparing food freshly harvested from our garden and sharing this in a communal eating environment. A focus on seasonal gardening, planting, and cooking is at the heart of this unit, and students will make deeper connections to land through bush tucker planting, harvest and preparation techniques.

Topics Include:

- Plant Cells
- Bush Tucker
- Climate Mapping
- Making Visual Guides
- Edible Flowers
- Garden Design and Planning future projects
- Leaf Rubbing Art
- Recycled Seed Paper
- Seasonal gardening and Cooking

EVIDENCE OF LEARNING:

Students will be assessed on practical and theory work, reflective and analytical skills. In this subject, students will be assessed using the Australian Curriculum Achievement Standards.



St Francis
of Assisi College
Laudato Si'

YEAR 9

YEAR 9 SUBJECTS

SUBJECT: RELIGION

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

At St Francis of Assisi College, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition and develop an appreciation of the significance of faith within their own lives. Students are provided multiple opportunities to research, question, and reflect on a range of religious topics.

Religious Education Topics:

- Moral Life
- Lent and Easter
- Church of the World
- MITIOG
- Volunteering

The Religious Education curriculum will also include a Retreat program, which will allow students to reflect on the College's connection to Laudato Si' by exploring how they care for self, care for others, and care for the environment.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Reflection responses
- Investigations
- Presentations
- Creative activities

SUBJECT: ENGLISH

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

English at year 9 will focus on the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing a student's knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing
- Persuasive Writing
- Shared Novel Study
- Film Study
- Poetry
- Oral Presentation
- Language & Literacy Skills
- Autobiographical/Biographical Writing
- Visual Text Analysis
- Language & Literacy Skills

YEAR 9 SUBJECTS

SUBJECT: MATHEMATICS

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

Mathematics is designed to instill an appreciation of the place of mathematics and, more broadly, numeracy in society. The emphasis of the course is to extend the students' ability to think mathematically, through developing flexibility and logical reasoning and reflecting on problems placed in real contexts. The ability to utilise operational skills allows students to understand, analyse and critically respond to the use of mathematics in different contexts, with and without technology.

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Interrelated strands include:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

EVIDENCE OF LEARNING:

Assessment is continuous throughout the year and incorporates tasks both with and without technology. In this subject, students will be assessed using the Australian Curriculum Achievement Standards. Students will be assessed on the following assessment types:

- Skills and Application tasks
- Mathematical Investigations.

SUBJECT: SCIENCE

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

In Year 9, students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.

Topics Include:

- Responding to Change
- Species Survival
- Carbon Cycle
- Atoms
- Changes in Matter
- Energy Transfer
- Energy Waves
- Science Storytelling

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards.

Investigations Folio

- Practical Investigation
- Research Investigations
- Skills and Applications Tasks
- Knowledge Assignments
- Topic Tests

YEAR 9 SUBJECTS

SUBJECT: SPORTS ACADEMY

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

The Sports Academy stream will support and develop individual sporting interests and provide the support and pathway for athletes to gain the benefits of physical activity, develop and excel in their chosen sporting fields. This stream is aimed at students who are committed to developing their skills and understanding of HPE in a more competitive learning environment.

The course adopts a performance-based approach to the Year 9 HPE curriculum, taking into account both the theoretical and practical aspects of the curriculum. Students receive ongoing support, coaching, tailored programs, and advice specific to them, as well as access to external professionals in the fields of strength and conditioning, sports psychology, and nutrition.

Topics include:

- Fitness Testing
- Training Methods
- Net/Wall/Court Games
- Invasion Games
- Striking & Fielding Games
- Sport Education (SEPEP)
- Performance Analysis
- Respectful Relationships
- Alcohol & Other Drugs
- Nutrition for Performance
- Body Systems

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards.

- Technical Development
- Tactical Understanding
- Social Skills
- Participation & Organisation
- Skills
- Understanding

SUBJECT: HEALTHY LIFESTYLES

COURSE LENGTH: Full Year

SUBJECT DESCRIPTION

The Healthy Lifestyles curriculum allows students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Content:

Physical Education-

- Athletics
- Dance
- Net/Wall/Court Games
- Invasion Games
- Striking & Fielding Games
- Target Games
- Gymnastics

Health-

- Fitness Components
- Lifestyle Diseases
- Respectful Relationships
- Alcohol & Other Drugs
- Body Systems
- Safety

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

YEAR 9 SUBJECTS

SUBJECT: HISTORY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

SUBJECT: GEOGRAPHY

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and food security’ and ‘Geographies of interconnections’.

‘Biomes and food security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

‘Geographies of interconnections’ focuses on investigating 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. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport, and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services, and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

YEAR 9 SUBJECTS

SUBJECT: BUSINESS AND ECONOMICS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.

SUBJECT: CIVICS AND CITIZENSHIP

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

EVIDENCE OF LEARNING:

Students demonstrate evidence of their learning through a wide variety of applicable assessment types, building on a diverse range of research, analysis and presentation skills.



YEAR 9 SUBJECTS

SUBJECT: VIRTUAL WORLDS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Virtual Worlds facilitates student understanding of and development of virtual environments to solve solutions for current and future problems. The subject provides an environment in which students utilise immersive technologies to engage with real-world issues, such as water sustainability, waste, or natural disasters. Students are involved in projects directly related to the UN's Sustainable Development Goals initiative, supporting them to develop citizenship and community-minded thinking for a better society. Student groups will create their own engaging and purposeful Virtual Reality and Augmented Reality experiences that will develop skills and confidence in using extended reality software and technology aligned within different areas of the Australian Curriculum.

EVIDENCE OF LEARNING:

Students will be assessed against the Australian Curriculum achievement standards in their design and production of a created solution using virtual and/or augmented reality software. Their solution may be partnered by a folio of work sharing their research and solution development.

SUBJECT: SUSTAINABLE SOLUTIONS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Sustainable Solutions provides students with the opportunity to work in small groups on one or more landscaping/garden maintenance/basic construction projects. Students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and manage, produce, and evaluate designed solutions. There is an environmental impact awareness throughout the Unit with a focus on sustainability. They develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions.

EVIDENCE OF LEARNING:

Students will be assessed against the Australian Curriculum achievement standards. Students will submit a finished design/construction item and a folio of work that demonstrates their systems thinking and project management skills.

YEAR 9 SUBJECTS

SUBJECT: FOOD FOR THOUGHT

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

This course provides students with the opportunity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families, and communities through the study of food. Students will focus on food presentation techniques along with developing a greater understanding of their senses while preparing their recipes.

Topics Include:

- Sustainability and food waste
- Food packaging and nutrition labels
- Food presentation skill development
- The senses: taste, smell, texture, aroma
- Meal and menu planning

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks. These will be drawn from both the HPE and Technologies curriculum areas.

Assessment

- Meal Planning Assessment: incorporating individual planning, research, practical and evaluation processes.

SUBJECT: VISUAL ARTS

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students explore a variety of creative art techniques, media and processes, with an emphasis on the creation of inspired art pieces that are personally relevant. A visual study based on an artist of interest will also be undertaken, allowing students to gain an understanding of the significance of art and design in a traditional and contemporary context. Through the critical analysis of artists' works and evaluation of their own work, students will develop their art and design language. A focus will be had on individual refinement of artist skills and developing these through a variety of media styles.

Topics Include:

- Exploration with materials, processes, and technologies
- Design and inquiry processes
- Drawing
- Painting
- Sculpture

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

YEAR 9 SUBJECTS

SUBJECT: MUSIC

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students will be introduced to a range of instruments, where they will work to develop practical skills through solo and ensemble performances. Students will study basic theory concepts, the elements of music, song analysis tasks, and will compose music using music technology software. They will explore the impact that different elements of music can have on an audience and will demonstrate and apply their knowledge in a variety of different assessment tasks.

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards. Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Instrumental performances on a range on instruments
- Theory assessment tasks
- Music compositions using technology

SUBJECT: OUTDOOR EDUCATION

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Students will build on their skills and understanding of Outdoor Education principles developed in previous years through a range of group activities and learning experiences. The Year 9 Outdoor Education curriculum will centre around active recreation, including mountain bike riding, bike maintenance, orienteering and bushwalking. The course will include practical lessons utilising local bike tracks and trails, particularly using the nearby Bookmark Creek area.

Content:

- Mountain Bike Riding
- Bike Maintenance
- Orienteering
- Bushwalking
- Connecting with Natural Environment
- Active Recreation

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

YEAR 9 SUBJECTS

SUBJECT: KITCHEN GARDEN

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

This course offers students the opportunity to think critically and creatively through an array of hands on learning experiences and topics. Students will spend time in our kitchen preparing and preserving seasonal produce from our community garden. Along with this, a focus on continuous connection with our community garden is supported through group project-based work that involve the cycle of: planning, planting, harvesting and propagating.

Topics Include:

- Food Debates
- Industrial V Organic Farming
- Career Profiling
- Bush Tucker
- Preserving Techniques
- Propagation
- Worm Farming
- Garden Signage

EVIDENCE OF LEARNING:

Evidence of student learning will be assessed against the Australian Curriculum achievement standards. Students demonstrate evidence of their learning through a variety of assessment types. Assessments will include, but are not limited to:

- Instrumental performances on a range on instruments
- Theory assessment tasks
- Music compositions using technology

SUBJECT: STEM

COURSE LENGTH: One Term

SUBJECT DESCRIPTION

Caring for the environment is becoming an increasingly important issue in our society and the impact of environmental changes is becoming increasingly apparent in our world today. In Year 9 STEM, students will explore the effects of human activity on reduced available habitat for animals. Students will investigate the inquiry question - How can we make the space we have to provide an increased availability of habitat for hollow-dwelling species? Students will follow the engineering design process design to build an appropriate artificial habitat and monitor species to evaluate the success of the habitat. The course will cover a range of concepts and make use of both individual and group work. Students will be exposed to a range of different resources and information that will help them to develop ideas around the importance of looking after our environment and generate ideas around what they could be doing to help improve our world.

EVIDENCE OF LEARNING:

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.



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