

Years 7-9

CURRICULUM HANDBOOK 2024

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PRINCIPAL'S WELCOME



Dear Students

As you select subjects for 2024 that will prepare you for your future beyond Tatachilla, please remember you are the author of your own destiny. The role of your parents/caregivers and teachers is to assist you to aspire to a destiny which is full of hope. Careful choosing of your subjects will assist you to live life to the fullest now and into the ubiquitous 21st Century.

The 21st Century requires you to be well-rounded and multi-skilled individual who is:

- Spiritual and just
- Deeply caring of others and the planet
- Innovative thinkers and problem solvers
- Team players, collaborators and creators
- Resilient and happy
- Good communicators who are solution orientated
- System thinkers
- Confident in the real-world context
- Able to know and record evidence of design engineering thinking
- Confident in trial and error
- Employable

Choosing the right subjects is as important as choosing the right friends and making the right moral decisions that identify you as a child of God. Some of you will have firm ideas about the future and others may have not yet determined your career path. Many of you will change your minds about career pathways as your studies progress.

The 2024 Curriculum Handbook is a guide only. It provides a broad range of curriculum offerings to suit the needs of all students. Please read each subject overview carefully prior to selecting the subjects you wish to study. Speak to teachers and parents as well as students who have completed the course, to ensure you have a full understanding of subject content.

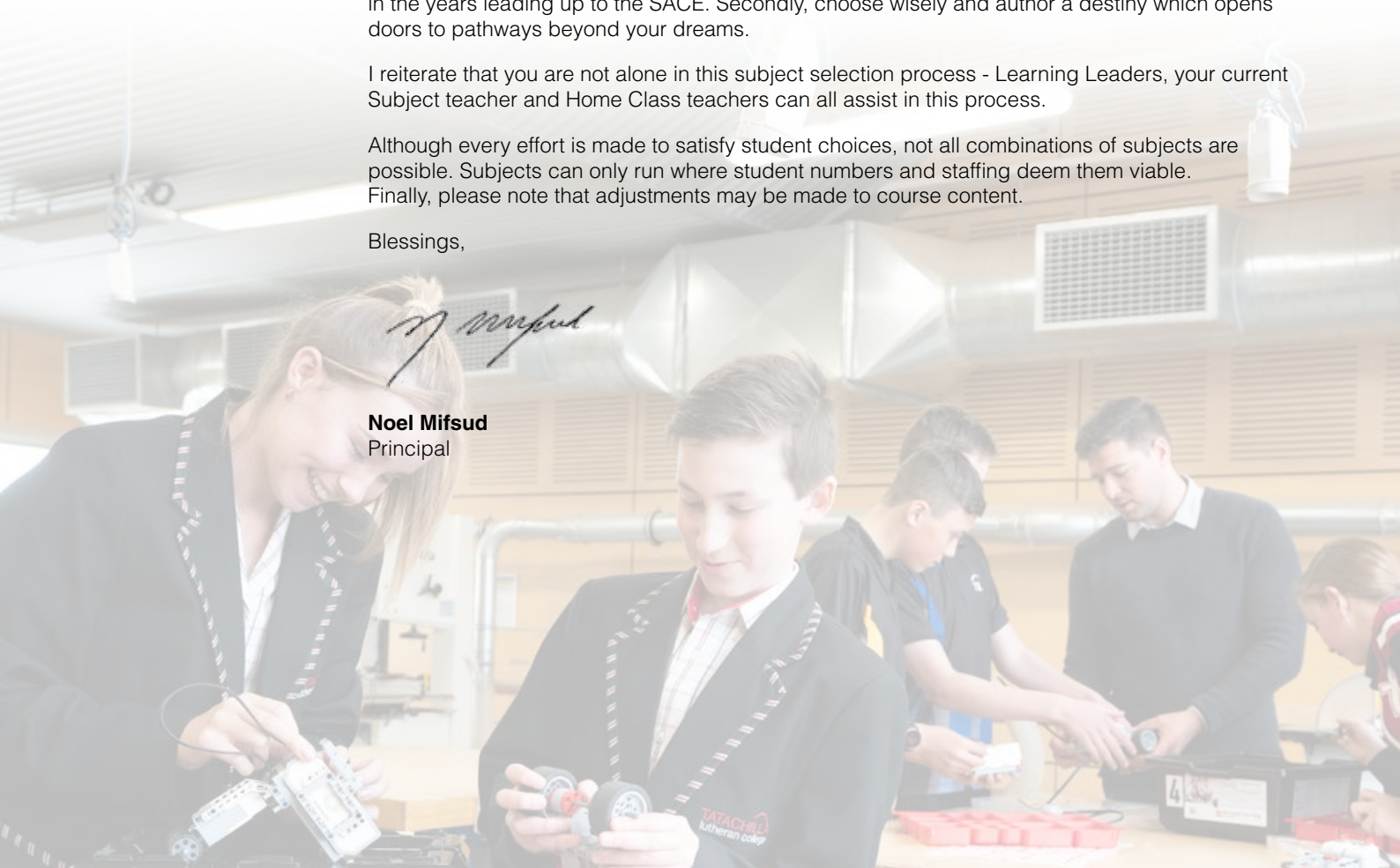
Choosing subjects involves discernment and honesty. As you move into Years 7-9, you need to determine if the work you have already completed, will enable you to succeed in the subjects chosen. There are two messages here: Firstly, invest in and embrace all educational opportunities in the years leading up to the SACE. Secondly, choose wisely and author a destiny which opens doors to pathways beyond your dreams.

I reiterate that you are not alone in this subject selection process - Learning Leaders, your current Subject teacher and Home Class teachers can all assist in this process.

Although every effort is made to satisfy student choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable. Finally, please note that adjustments may be made to course content.

Blessings,

Noel Mifsud
Principal





LEARNING EXCELLENCE

Tatachilla Lutheran College values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which includes spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. Excellence and high expectations are established through reflective practice, collaborative planning, monitoring, providing effective feedback and reporting on the effectiveness of learning. Evidence is gathered across the college to develop and implement improvement plans and policies for the continuous development of highly effective teaching and learning, and to continuously grow students as learners.

Our College has a commitment to a concept-driven curriculum as a means of enhancing student learning. The development of understanding through concepts and significant ideas results in more meaningful, powerful and connected learning, enabling learners to see patterns, make connections and apply their understandings to new contexts. Content therefore becomes the medium through which these concepts are developed, explored and understood. Spiral revisiting of concepts through a range of varied content and experiences, and by questioning and adding to prior knowledge, assists students deepen their understanding and make sense of their world. A concept-driven curriculum also helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.

Ongoing professional learning encourages all staff in our community to achieve high standards and develop their service and leadership capacity. Our extensive outdoor learning spaces and indoor specialised learning environments promote active engagement, risk taking and motivation for learning which, when coupled with a strong learner voice and parent partnerships, enables us to provide excellence in education for your children.

The Tatachilla learning community strives to shape effective lifelong learner dispositions to enable students to strive for whatever excellence looks like for them. Our students R-12 need to develop crucial twenty-first century skills that include leadership, flexibility, critical thinking, problem-solving, conflict management, teamwork, work ethic and emotional intelligence. Working together with students and families, we can assist your child to open as many doors as possible with the tools to navigate a worthwhile life in a rapidly evolving landscape.

Mrs Ali Thacker

Director of Teaching and Learning

HOW I CAN BEST SUPPORT MY CHILD

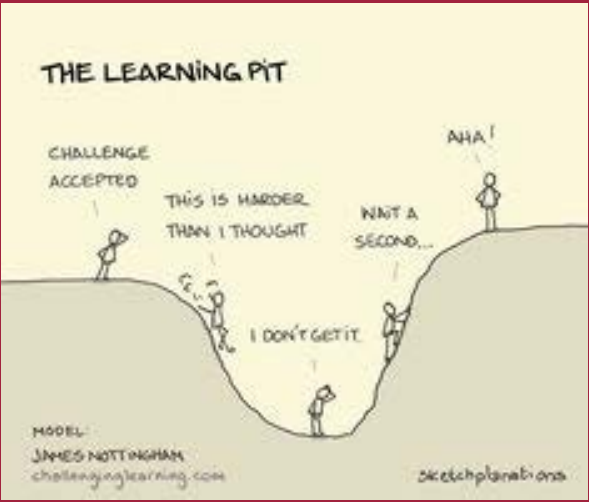
VALUING THE SKILLS AND DISPOSITIONS THAT MAXIMISE LEARNING

What are your children's visions for the end of this year or end of Year 12? What is their preferred future? And what are they prepared to invest to achieve it? Being a lifelong learner will enable them to continue to open doors and navigate new pathways. How do students set themselves up for opening as many doors as they can?

By valuing the skills and dispositions that research tells us will maximise their learning:

- Self-regulation: to be able to sustain attention on tasks, whether in a Year 7 English class or Year 12 study lesson.
- Perseverance: don't look to others to pull you out of the learning pit. Students need to problem solve, fail, try again, improve their strategies and emerge at the other side better learners for it.
- Organisation: being ready with learning tools and questions.
- Planning and prioritisation: it's a life skill and will save students so much time and avoid unnecessary anxiety.
- Task initiation: especially for those assignments students least want to do. They need to be the first tasks to be tackled.
- Metacognition: students need to know themselves as learners, think and reflect on their own thinking and know what they need to do to improve their learning.

Supporting young people to develop these skills and dispositions will set them up for success as independent learners at our college and beyond.



THE LEARNING PIT:

Give your children space, time and belief that they can problem solve, attempt, fail, rethink and succeed as learners with collaborative enterprise and individual endeavour.

- Encourage, not rescue.
- Value stamina, sustained attention and resilience rather than speed of finding solutions.
- Use language such as, 'How can you try another way?'



CURRICULUM

AUSTRALIAN CURRICULUM LEARNING AREAS

Tatachilla Lutheran College delivers the Australian Curriculum R-10 and the South Australian Certificate of Education (SACE) in the senior years. The Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. It sets the expectations for what all Australians should be taught, regardless of where they live or their background. Reception to Year 10 students have access to the same content, and their achievement is judged against consistent national standards. The Australian Curriculum, for each subject, specifies **content** and **achievement standards**. The content describes the knowledge, understanding and skills that are to be taught and learned within a given subject. The **achievement standards** describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

Foundation - Year 10 Australian Curriculum embraces the following learning areas:

- English
- Languages
- Health & Physical Education
- Mathematics
- Science
- Humanities & Social Sciences,
- Technologies
- The Arts.

At Tatachilla Lutheran College, the language offered is Japanese, and all our students study Christian Studies to Year 12.



AUSTRALIAN CURRICULUM GENERAL CAPABILITIES

General capabilities make up one of the three dimensions of the Australian Curriculum. They describe key understandings, skills and dispositions important for young Australians to live and work successfully now and in the future. The F–10 Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Digital Literacy (formerly Information and Communication Technology (ICT) capability)
- Personal and Social capability
- Ethical Understanding
- Inter-cultural Understanding.

The general capabilities are not stand-alone subjects but are taught through the learning area content in the Australian Curriculum. Not all general capabilities will be developed in every learning area. They are only included in learning area content where they can be developed in authentic and meaningful ways.

Through the delivery of our extensive subject offering across all learning areas, Tatachilla Lutheran College fosters the development of a common set of capabilities to ensure that all students, whatever their learning journey, can develop and demonstrate the knowledge, skills, and understandings for success within, and beyond, the College.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au



SUBJECT PATHWAY YEARS 7-9

YEAR 7	YEAR 8	YEAR 9
Christian Studies	Christian Studies	Christian Studies
English	English	English
Humanities & Social Sciences	Humanities & Social Sciences	Humanities & Social Sciences
Mathematics	Mathematics	Mathematics
Science	Science	Science Elective: (student selected) • Agricultural Science
Health & Physical Education	Health & Physical Education	Health & Physical Education
Japanese	Japanese	Elective: Japanese (Year long)
The Arts • Drama • Media Studies • Music • Visual Art	The Arts • Drama • Music • Visual Art • Media Studies with Digital Technology	Electives: (student selected) • Dance • Drama • Media Studies • Music • Visual Arts
Technologies • Design Technology • Digital Technology	Technologies • Digital Technology with Media Studies • Design Technology • Food Technology	Electives: (student selected) • Technological Innovation • Design & technologies – food • Design & technologies – textiles • Design & technologies – metal • Design & technologies – wood
		Electives: (student selected) / Academies Year Duration: • Advanced Athlete Academy • Arts Academy

CURRICULUM LEADERS CONTACT DETAILS

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SUBJECT SELECTION YEARS 7-9 OVERVIEW

YEAR 7

All Year 7 students study 9 subjects all year

- The core 8 Australian Curriculum areas of learning
- Christian Studies

YEAR 8

All Year 8 students study 9 subjects all year

- The core 8 Australian Curriculum areas of learning
- Christian Studies

YEAR 9

All Year 9 students study 6 core subjects all year

- Christian Studies
- English
- Humanities
- Mathematics
- Science
- Health & PE

YEAR 9

ELECTIVES

Students select either:

- 4 semester electives
- 2 full year long electives (A&B)
- 2 semester electives and 1 full year long elective (A&B)*

**The Middle Years Academies have a selection process as outlined herein; students should select alternate electives for if they are unsuccessful with entry into the academies.*

SEMESTER ELECTIVES

- Agricultural Science
- Dance
- Digital technologies - technological innovation
- Design technologies – food
- Design technologies – textiles
- Design technologies - metal
- Design technologies - wood
- Drama
- Media Arts
- Music
- Visual Arts

FULL YEAR ELECTIVES

- Japanese A&B (Pre-requisite for Yr 10 Japanese)
- Advanced Athlete Academy A&B (Pre-requisite for Senior years academy)



CHRISTIAN STUDIES

Christian Studies is guided by the Lutheran 'Christian Studies Curriculum Framework' and informed by ACARA's General Capabilities and Cross Curriculum Priorities.

YEAR 7

Length	Full Year
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Term 1 explores 'Ways of Knowing' and includes, contemplative (prayer), body / sensory, relational, empathetic, land, and faith as ways we interact.

Students gain a new appreciation for the way they may respectfully engage with First Nation People's Dreaming stories.

Term 2 explores the revelation as a human experience (including creative stages of scientific wondering) including key experience of the prophets through Biblical history. Students develop a sense of the character of God as revealed in the Bible.

Term 3 engages students with the creation of their own moral tale after an exploration of ethics and values including the values that flow from Jesus' command to love God and neighbour.

Term 4 students encounter the radical way that Jesus loved, defended and cared for the poor and outcast leading students into a range of service activities.

YEAR 8

Length	Full Year
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Students explore the concepts: 'Identity', 'Rights and Responsibilities' and 'Connection'.

Identity formation is a key area of teenage development, so students explore their own uniqueness and the Christian perspective on identity.

Living connected in community is compared to taking on identity solely influenced by a highly individualistic and consumerist society.

Rights and Responsibilities identifies individual and group moral frameworks to clarify what beliefs and values influence students' personal decision making. Easter is celebrated at the end of Term 1.

Grace, purpose, forgiveness and disconnection from ourselves, others, the environment and God inform discussions about identity in relation to life and faith.

Students engage with the innovative world of online entrepreneurs and explore how Christian entrepreneurs use their businesses to feed, defend, and care for those in need.

Students investigate ways the global Church and agencies answer the call to be Jesus' hands and feet in love and service to the world e.g. Australian Lutheran World Service.

Students also investigate our local Lutheran Church and the impact it has on its community.



YEAR 9

Length	Full Year
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Christian Studies at Year 9 is titled ‘Crossroads’ and students engage in separate boys’ and girls’ classes.

The rich meanings of the name are explored through times of change, identity formation, choices and a gradual shift towards greater responsibilities at home, school and in the world of work.

Personal Creeds take students on an inner journey of character formation.

Peer teaching across the boys’ and girls’ classes explore the topic of Power in Relationships and tell each other how certain behaviours build up or tear each other down in face to face and social media settings.

Gentleness and respect are choices about the way power can be used.

Jesus’ life and relationships become the case study as we note his radical love and gentleness in his dealings with many marginalised people.

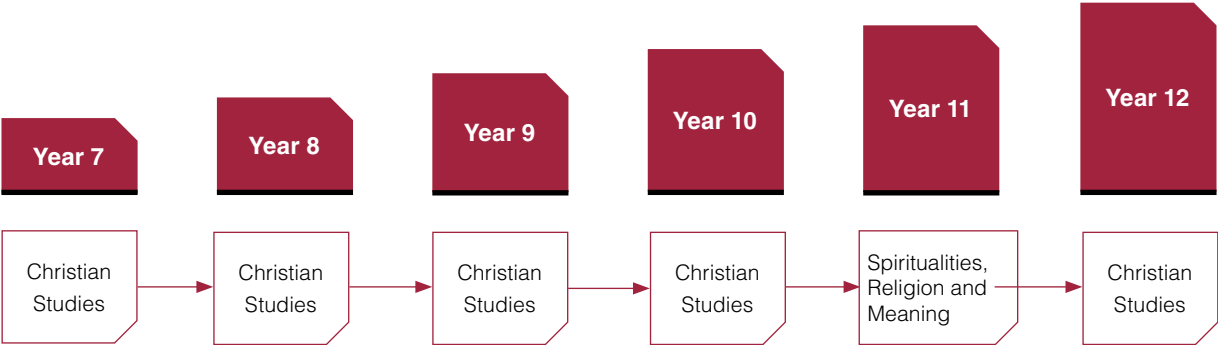
‘Outsiders’ empathy forming unit focuses on difference and authentic learning by interviewing members of the public who have experienced being in the margins.

Respect and empathy for people of different religions and their experiences coming to Australia is also investigated.

Further information

7-12 Christian Studies Learning Leader

PATHWAYS FOR CHRISTIAN STUDIES



ENGLISH

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

YEAR 7

Length	Full Year
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In Year 7, students interact with others for a variety of purposes. Students will listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multi-modal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

Literary texts that support and extend students as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings and represent a variety of perspectives. Text structures may be more complex, including chapters, headings, tables of contents, indexes and glossaries. Language features may include successive complex sentences, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of images and graphics.

Students create a range of texts such as, narratives, performances, reports, reviews and arguments for different audiences.

YEAR 8

Length	Full Year
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In Year 8, students communicate with others for a variety of purposes.

Students will listen, read, analyse, create and perform a range of multi-modal texts. Students will develop their understanding of how texts is influenced by context, purpose and audience. They will learn to understand how the features of texts may be used as models for creating their own work.

Literary texts that support and extend students as independent readers may be drawn from a range of genres. They may involve inter-textual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports and discussions, literary analyses and reviews for different audiences.



YEAR 9

Length	Full Year
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In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and inter-textual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional

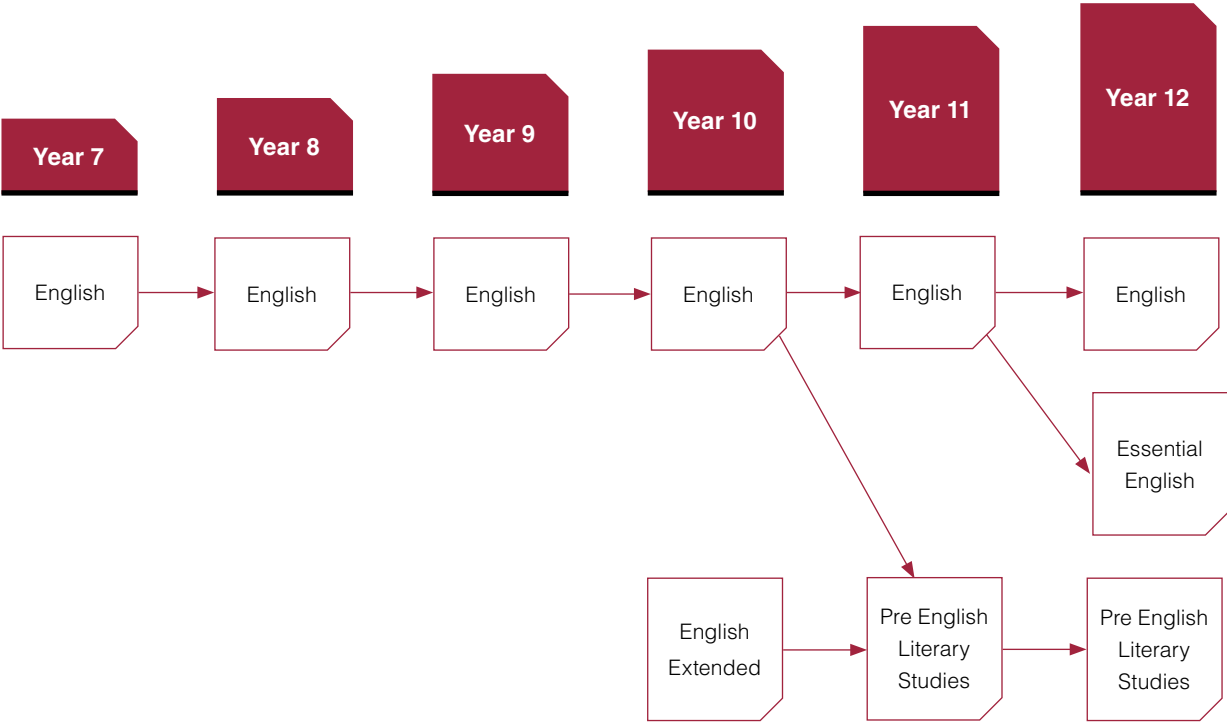
settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

Further information

7-12 English Learning Leader

PATHWAYS FOR ENGLISH



HASS - HUMANITIES & SOCIAL SCIENCES

Humanities and Social Sciences comprises 5 subjects: Civics and Citizenship, Economics and Business, Geography and History. Students in Years 7-10 study History. Students in Years 7-8 study Geography, Civics and Citizenship and Economics and Business. In Years 9-10, students access Geography, Civics and Citizenship, and Economics and Business as determined by individual schools.

YEAR 7

Length	Full Year
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In Year 7 Humanities and Social Sciences, students spend Semester 1 focusing on History. Students will study the Ancient World and the significance of the ancient past investigating the histories of the First Nation People of Australia. Students will also spend time on the Ancient Mediterranean World, studying the significant people, places and cultural practices of Ancient Greece, Rome and Egypt and China.

Through inquiry, students develop their skills in researching, using sources and evidence to make conclusions. They develop a range of written and multi-modal assessment tasks that allow them to choose topics of interest.

In the Civics and Citizenship curriculum, students learning is focused on the characteristics of Australia's government. Students explore the concept of diversity in Australia through exploring perspectives.

In Semester 2, students primarily study Geography, focusing on water in the world and the many uses and ways it is perceived and valued, and the hazards associated with environmental processes. This includes the Fleurieu region in our learning activities. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.

In our Place and Liveability unit, students conduct fieldwork in the local McLaren Vale area and develop their knowledge of various aspects of environmental quality and sustainability around the world. They examine the distribution of these spaces, how they are planned and managed by people and consider ways that liveability of a place is enhanced.

Additionally, students engage with the Economics and Business curriculum, investigating individual and community choices and entrepreneurial characteristics.

YEAR 8

Length	Full Year
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In Year 8 Humanities and Social Sciences, students typically spend Semester 1 completing the History element of the course. The period of history that we study is called the ancient to the modern world. Our first depth study is Medieval Europe, where students learn about the feudal system, the Crusades and then create artefacts that reflect this period. We then learn about the causes and effects of the Black Plague on society and the modern-day significance of this historical era. To link with our school language of Japanese, we then study Shogun Japan by looking at different sources and perspectives.

In Semester 2, students study Geography where our main concept is sustainability. Students investigate environmental, social and economic sustainability and study the concept of urbanisation, using the EcoClassroom as a resource.

Students learn about a circular economy and study how their choices as a consumer can impact the community. Throughout this unit, students also spend time investigating solutions to create environmental sustainability and will seek to apply this research in their local community.

Students also complete Civics and Citizenship, learning about Australia's political system, laws and national identity.

In the second part of the course, students continue developing their geographical skills and learn about landforms and landscapes, concluding their studies by investigating and creating a geomorphic hazard.



YEAR 9

Length	Full Year
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During Semester 1 Year 9 Humanities and Social Sciences, students spend time completing the History element of the course. The period of history that we study focused on the historical significance of the period of the early modern world up to 1918.

The first unit that we study is The Industrial Revolution, investigating technological innovations and the living and work conditions of the era; students investigate a range of sources about Jack the Ripper.

We also study the Movement of Peoples looking particularly into the Atlantic Slave Trade, where students develop empathy and understand the significance of this era.

The next unit of study is the ‘making and transforming the Australian nation, a nation’, focusing on European settlement, particularly the intergenerational impacts for First Nation Peoples of Australia.

World War I is also a significant depth topic at Year 9, where students learn about the long-term and short-term causes of war, significant battles such as Gallipoli and the nature of warfare and the impact of war.

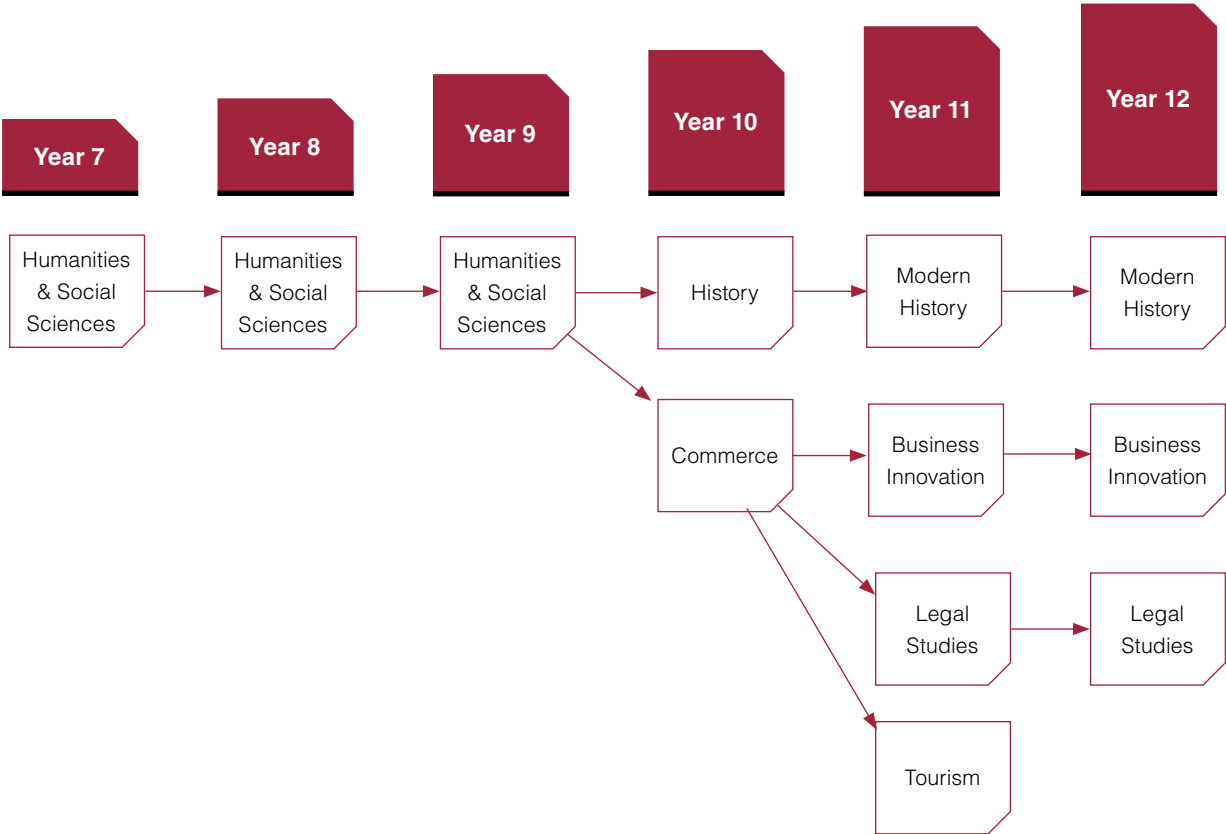
In Semester 2, study Geography and Civics and Citizenship.

The first unit is Biomes and Food Security, students develop their geographical skills and learn about different regions and ecosystems around the world. Students develop greater knowledge of the impact of food production and present their findings for sustainable solutions through the inquiry process.

Geographies of Interconnections is our next unit, where we focus on the impacts of the fashion industry and the way people are connected around the world. Students develop their skills in mapping through using data and reflect on their own experience as global citizens

Further information
7-12 HASS Learning Leader

PATHWAYS FOR HASS



HEALTH & PHYSICAL EDUCATION

YEAR 7 & 8

Length

Full Year

A major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it.

In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Focus areas to be addressed in Years 7 and 8 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)



YEAR 9

Length

Full Year

Students 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 explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

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.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

Focus areas to be addressed in Years 9 and 10 include:

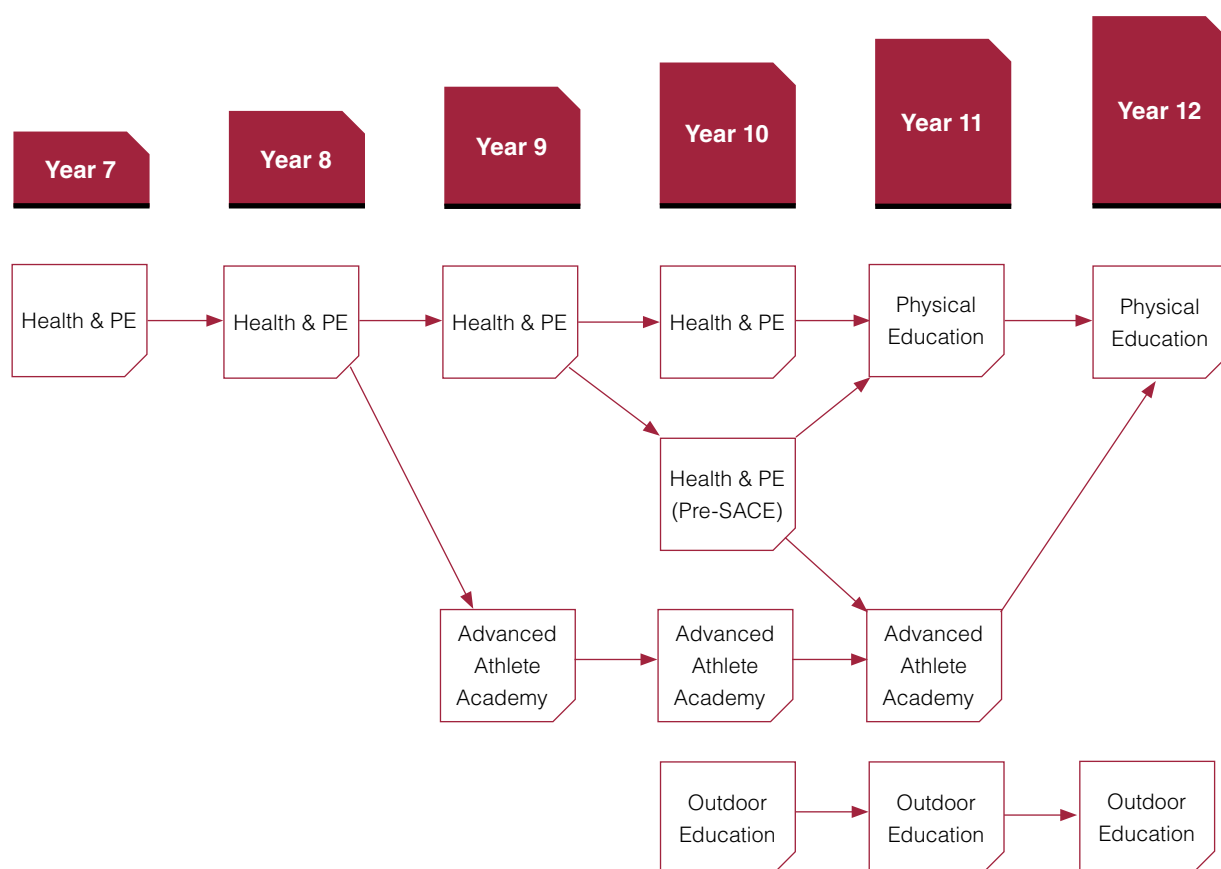
- alcohol and other drugs (AD)
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- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Further information

7-12 Health and PE/Outdoor Ed Learning Leader



PATHWAYS FOR HEALTH & PHYSICAL EDUCATION



ADVANCED ATHLETE ACADEMY

The Advanced Athlete Academy extends and supports students in their chosen sporting pursuits and is targeted at those students who are playing/competing at a state or a national level in their chosen sport.

The program runs as an elective subject and topics include:

- Coaching
- Strength and conditioning
- Nutrition
- Sports injury and management
- Practical sports looking at a transferable skill approach
- Specialist sports psychology sessions

Students are also given an individual athlete plan and develop goal setting skills through an ongoing individual sports journal.

At the end of Year 9, all students will have completed:

- A sideline help and sports injury course, provided by SASMA
- An individual strength and conditioning program designed specifically to enhance their individual sports pathway
- Attain an Introductory Level Coaching certificate which will be applied in their coaching design and delivery unit to Junior School students.

Further information

7-12 Health & Physical Education / Outdoor Ed Learning Leader



JAPANESE

The Japanese programme (through to Year 12) provides a range of immersive Japanese cultural and linguistic experiences that are designed to further enhance students' inter-cultural understanding, speaking, listening, reading and writing skills. There are visits to Japanese restaurants, gardens, art exhibitions, quiz days, competitions, movie making days, performances and the opportunity to participate in cultural workshops. Tatachilla has an active sister school relationship with Toryo High School in Kumamoto, Japan, with whom students continue to zoom and practise their Japanese language. We look forward to planning our next 2-week school tour to Japan in the near future and welcoming Toryo back to Tatachilla.

Study of a second language supports the development of cognitive skills and flexibility, enhanced problem solving, global citizenship, inter-cultural awareness, empathy and respectfulness; skills that are highly sought after by employers in workplaces that are rapidly evolving worldwide. In addition, many universities provide students who have studied a language to Year 12 level bonus ATAR points. Japanese opens many doors to future career opportunities across a vast range of employment sectors.

YEAR 7 & 8

Length

Full Year

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning.

Students use Japanese to describe their personal connection with the world and interact and collaborate with teachers and peers both within and beyond the classroom.

Listening, speaking, reading, viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use the Japanese scripts (hiragana, katakana and kanji.) They access authentic and purpose-developed spoken, written and multi-modal resources, which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines.

They use their English literacy knowledge of metalanguage (talking about how language works) to reflect on similarities and differences between Japanese and English language structures and features.

They recognise that language choices reflect cultural values, beliefs and identity.



YEAR 9

Length	Full Year
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In Year 9 Japanese language learning builds on each student's prior learning and experiences. There is a conceptual focus on recognising, speaking about and using patterns in Japanese to initiate and sustain interactions. Students share their own and others' experiences of the world. They listen, speak, read, view and write to communicate with speakers of Japanese in local and global settings through authentic community and online experiences.

Students explore a range of practical language and cultural contexts such as giving directions, discussing the weather, eating in a restaurant, visiting a shrine, planning a day out, and cooking Japanese food.

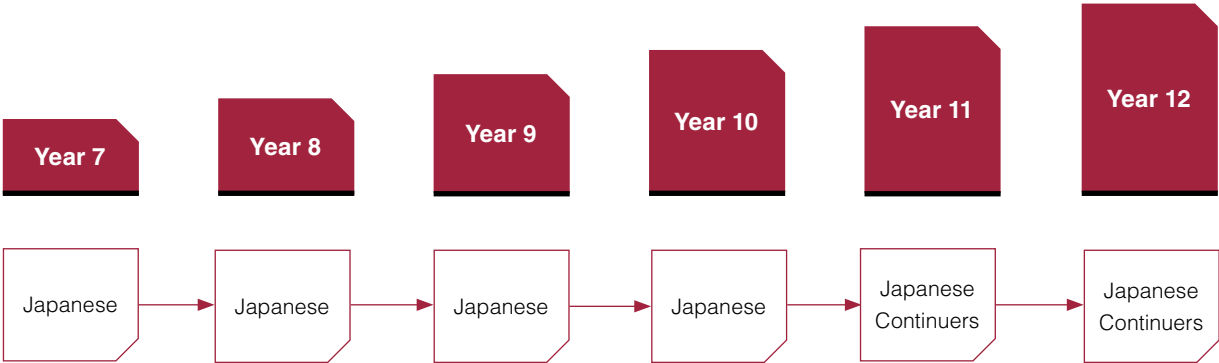
Students use authentic and purposeful resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media.

Students acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Further information

7-12 Teaching and Learning Coordinator

PATHWAYS FOR JAPANESE



MATHEMATICS

YEAR 7

Length

Full Year

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

The achievement standards at this year level reflect the content and encompass the proficiencies:

understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions

fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms

problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments

reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

YEAR 8

Length

Full Year

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

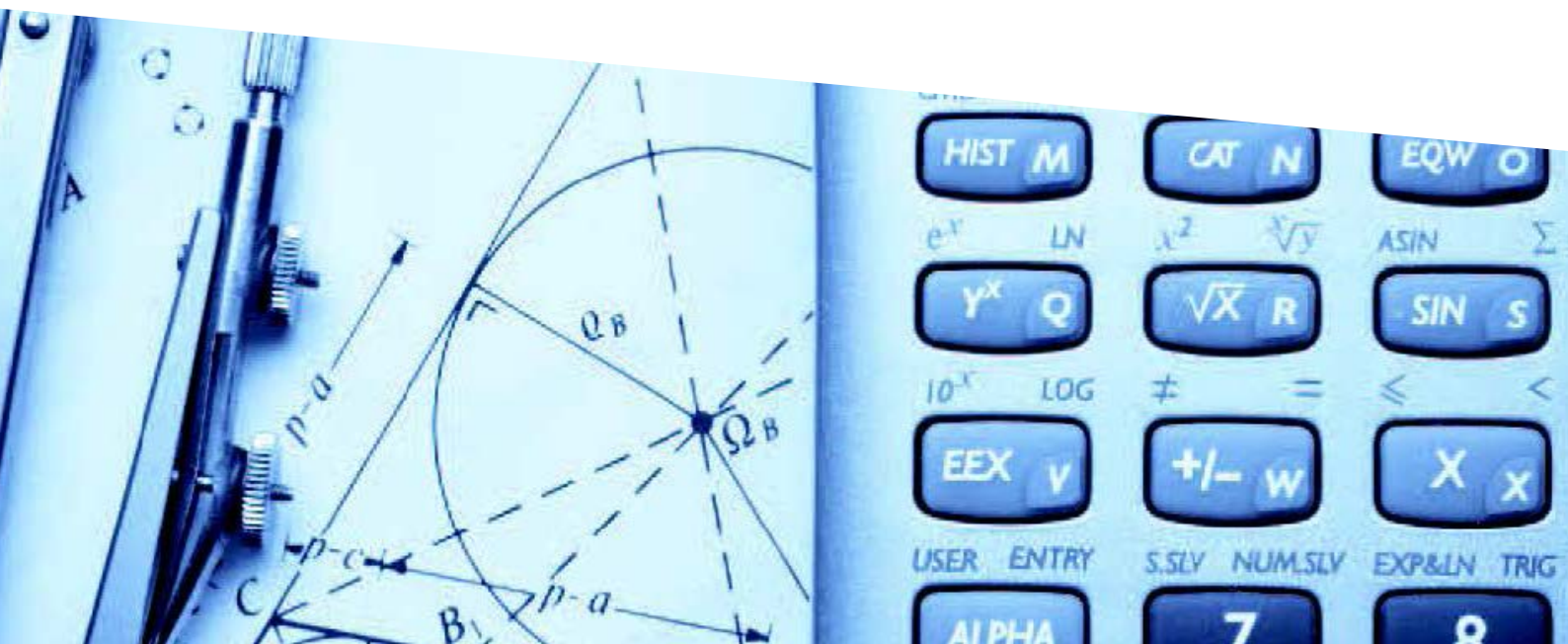
The achievement standards at this year level reflect the content and encompass the proficiencies:

understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area

fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects

problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities

reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.



YEAR 9

Length

Full Year

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles

fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

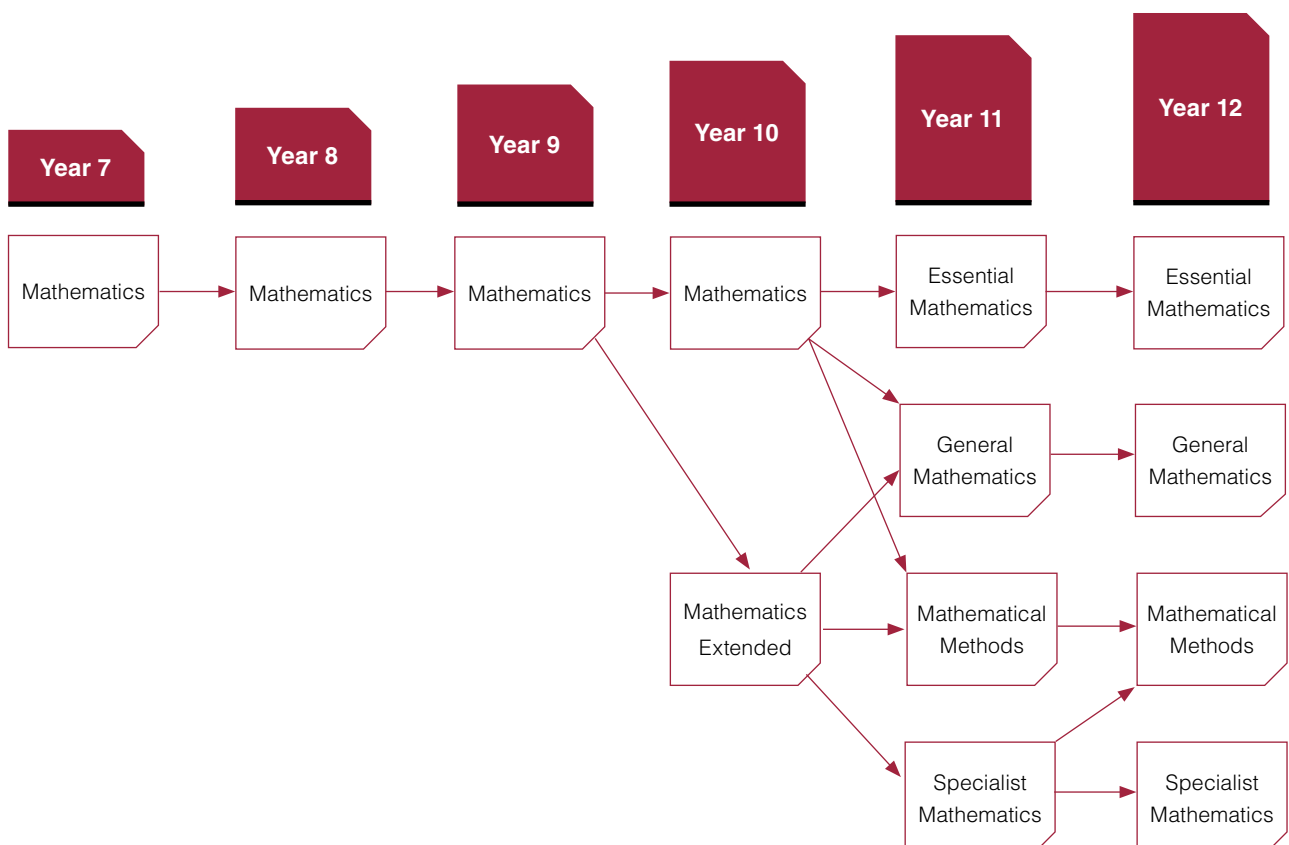
problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue

reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Further information

7-12 Mathematics Learning Leader

PATHWAYS FOR MATHEMATICS



SCIENCE

YEAR 7

Length	Full Year
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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 to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events.

They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions.

They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

YEAR 8

Length	Full Year
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Students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of time-scales.

They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change.

They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

YEAR 9

Length	Full Year
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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.

Students 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.

Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Further information

7-12 Science Learning Leader



AGRICULTURAL SCIENCE

YEAR 9

Length

1 or 2 Semesters

ELECTIVE: SCIENCE - AGRICULTURAL SCIENCE

Students undertake an introduction to Agricultural Science, focusing on basic biological and practical components of plant and animal production. Students practise safe and responsible behaviours and begin to understand the concepts underpinning Regenerative Agricultural Practices, Biodiversity and Organic Management Practices.

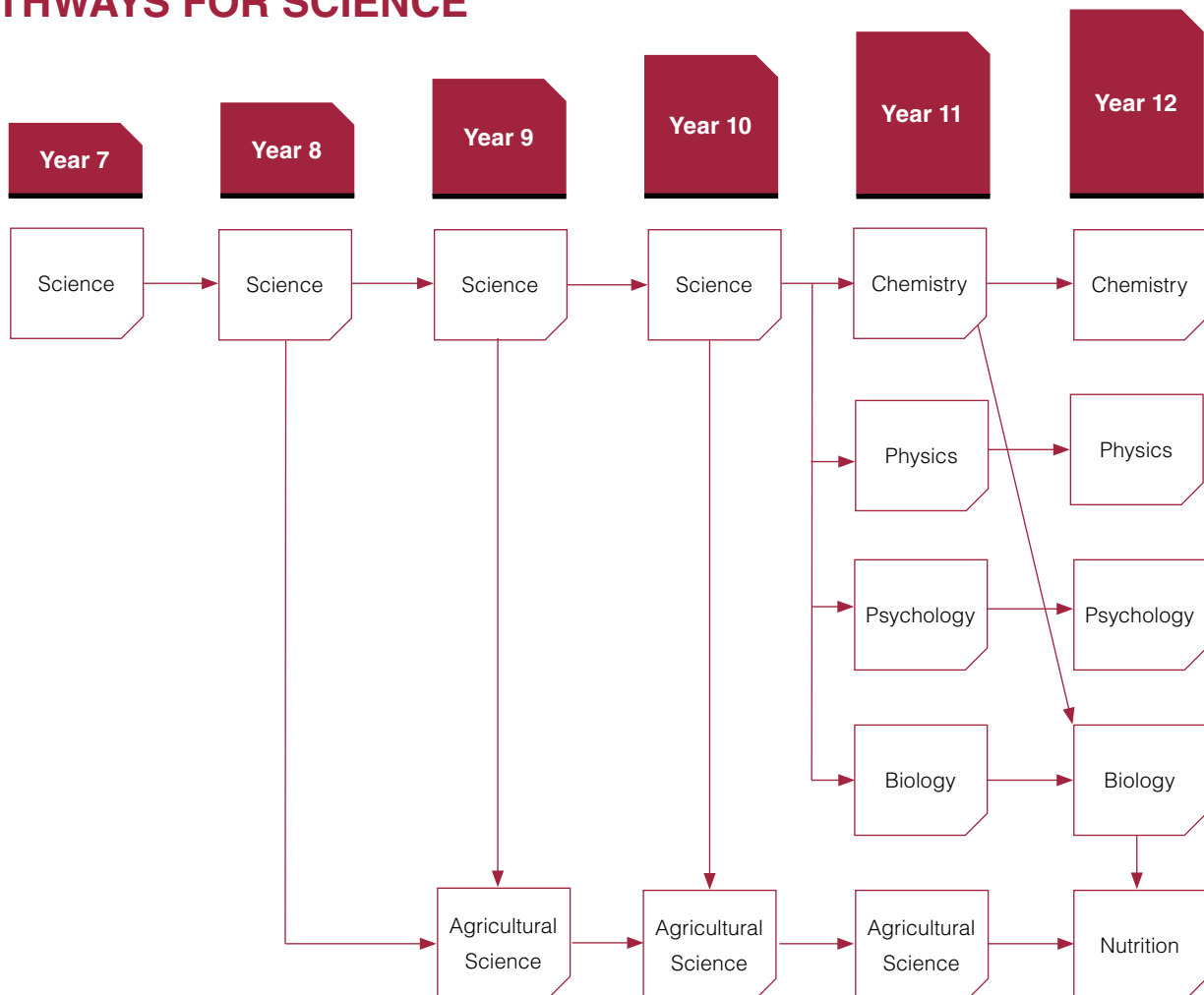
Students are assessed on both their practical work (engagement, safe behaviour, skill development) and theory work (a range of assessments, including a test, written report, and short answer questions).

Further information

7-12 Science Learning Leader



PATHWAYS FOR SCIENCE



TECHNOLOGIES

YEAR 7

Length

1 Semester

DIGITAL TECHNOLOGY

Students learn basic skills fundamental to Digital Technologies including, developing knowledge around computer hardware and software, block coding, binary code, basic mathematical algorithms, Artificial Intelligence, robotics, Turtle Programming, Python and HTML.

Students utilise current pedagogy including groklearning.com, code.org and EV3 Lego Mindstorm.

DESIGN TECHNOLOGY

The Year 7 Design and Technologies course provides students with foundational knowledge in workshop safety, design and production processes of a variety of materials. Students do so by using a range of technologies and materials including, wood construction, basic electronics and circuits, 3D printing and CAD design.

They will generate and clarify ideas through sketching, modelling, perspective, and CAD drawings. Students will develop critical design process skills through producing design solutions in each context.

YEAR 8

Length

1 Semester

DIGITAL TECHNOLOGY

Students will continue to learn fundamental skills in Digital Technologies including developing knowledge around computational thinking, algorithms and coding languages of; Python, HTML and CSS.

Additionally students develop their understanding of their digital footprint, through Cyber Safety units. Students utilise current pedagogy including Grok Learning, CodeHS and Micro:bits.

DESIGN TECHNOLOGY

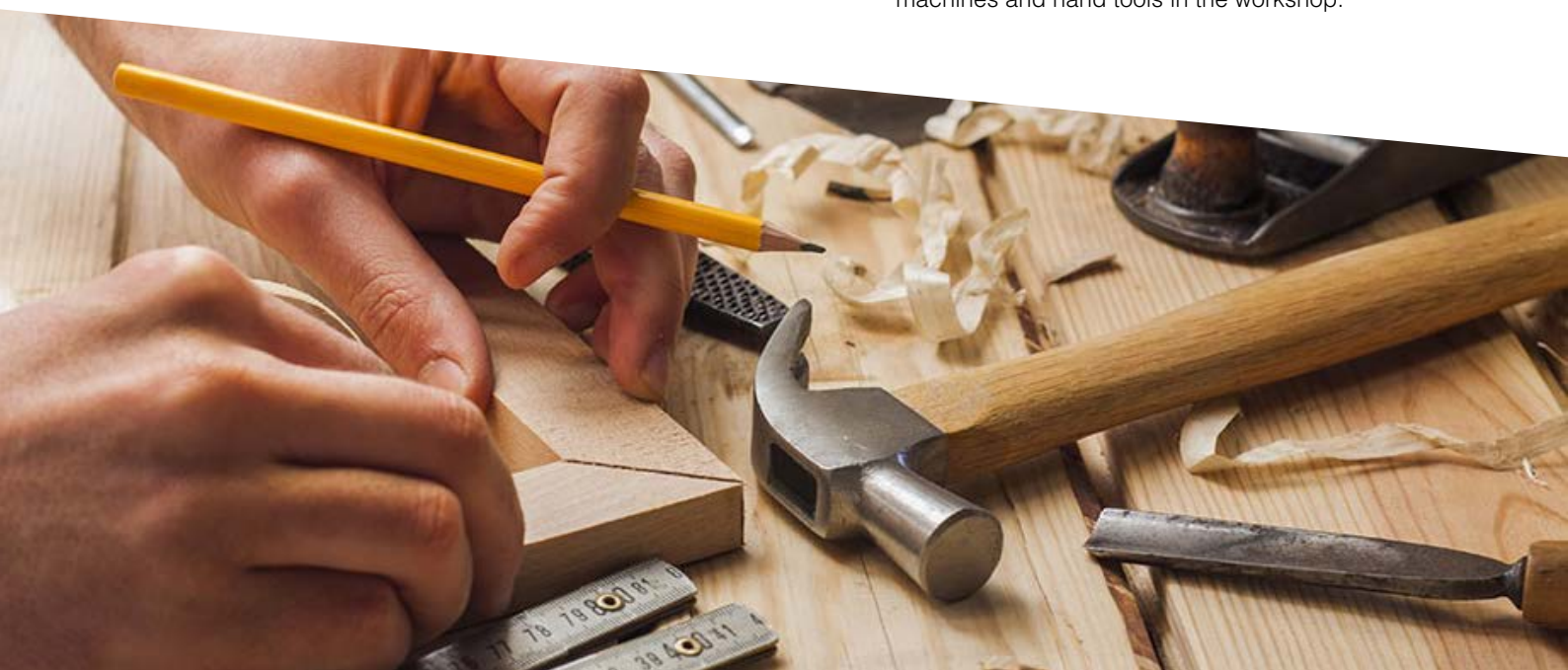
The Year 8 Design and Technologies course aims to encourage each student's interest and confidence in designing and making articles of worth using a variety of materials and equipment, and provides students with the opportunity to develop a range of practical skills.

This course aims to promote and establish safe working habits when using tools and machinery in the workshop and enables the following:

- Development of competent skills and confidence through producing, applying their knowledge and understanding of technological concepts.
- Development of practical skills using tools and machinery.
- Development of competent skills and confidence in the use of a variety of workshop equipment.

Students will:

- Work with several different materials. They design, make and evaluate three different projects within a given design brief and investigate existing products and discuss features.
- Construct designs using CAD software. Students also produce their designed product using machines and hand tools in the workshop.



YEAR 9

Length

1 Semester

ELECTIVE: DIGITAL TECHNOLOGIES – TECHNOLOGICAL INNOVATION

Technological Innovation empowers students to become creative problem solvers in our ever-changing world. Through exciting projects in cutting-edge fields like Artificial Intelligence (AI), coding, design, and digital marketing, students will unleash their potential and embark on a transformative journey of exploration and critical thinking.

Students will:

- Dive into the fascinating world of maritime engineering and hydrodynamics through immersive projects, exploring the complex challenges of propulsion systems used in submarines.
- Design prototypes for their innovative solutions and conduct testing to evaluate their effectiveness.
- Develop and present project proposals outlining innovative AI-driven solutions to real-world problems they have identified.
- Engage in coding challenges, where they apply their coding skills to solve complex problems and create functional applications.

With access to cutting-edge technology resources, including 3D printers, this subject ensures that students are well-prepared for a future driven by innovation and problem-solving. Technological Innovation harnesses students' creativity and coding skills to design and solve complex problems by combining AI, digital and design technologies.

Assessment:

- Practical and hands-on tasks
- Proposal presentations
- Final project showcase
- AI research and analysis
- Design portfolio

ELECTIVE: DESIGN TECHNOLOGIES – FOOD

Students engage with different aspects of food planning, preparation and production, enabling them to build their skills in the kitchen, using different equipment and processes. These skills are applied to practical activities around sustainable and ethical food production and management.

ELECTIVE: DESIGN TECHNOLOGIES – TEXTILES

Students learn practical applications of different sewing and construction techniques, both by hand and on machines. They build upon their knowledge of different fibres and materials through research and practical exploration of dying, weaving, cutting and constructing.

Students put these skills into action designing and developing a product. Throughout the course, there is a focus on sustainability and practicality.

ELECTIVE: DESIGN TECHNOLOGIES – METAL

Design and Technology (Metal) aims to encourage each student's interest and confidence in designing and making articles of worth using a variety of materials and equipment.

This course aims to promote and establish safe working habits when using tools and machinery in the workshop and enables the following:

- Develop creativity when designing products
- Enable students to apply their knowledge and understanding of technological concepts related to metal working and welding and providing students the opportunity to develop their practical skills using tools and machinery
- Develop competent skills and confidence in the use of a variety of workshop equipment.

ELECTIVE: DESIGN TECHNOLOGIES – WOOD

Design and Technology (Wood) aims to encourage each student's interest and confidence in designing and making articles of worth using a variety of materials (primarily timber) and equipment.

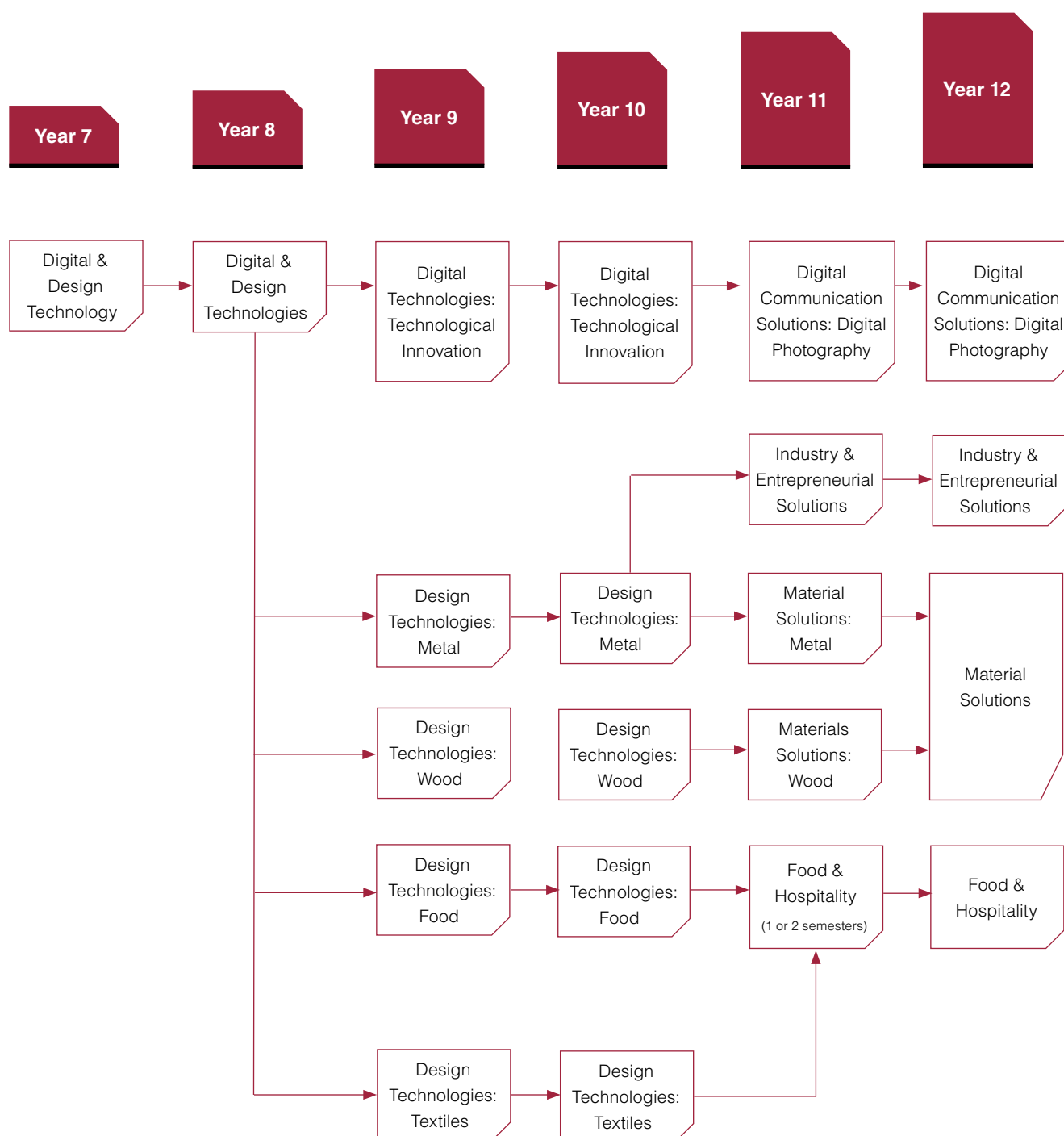
This course aims to promote and establish safe working habits when using tools and machinery in the workshop and enables the following:

- Develop creativity when designing products
- Enable students to apply their knowledge and understanding of technological concepts
- Give students the opportunity to develop their practical skills using tools and machinery
- Develop competent skills and confidence in the use of a variety of workshop equipment.

Further information

7-12 Technologies Learning Leader

PATHWAYS FOR TECHNOLOGIES



ARTS ACADEMY

The Arts Academy focuses on engaging students as emerging artists and supporting them in the development of their arts specialization. In addition, it provides students with the opportunity to create meaningful industry and community connections to adequately prepare them for careers in the industry beyond school, or to continue life-long involvement with the Arts.

An individualised pathway involves staff, students and their families working together to create a learning program made up of a combination of curriculum, extra-curricular and interdisciplinary Arts offerings. Students attend their core curriculum subject for their Arts major during timetabled lessons and compliment this with a variety of extra-curricular experiences to extend the development of their artistic skills. These skills are then brought together during focused Arts Academy projects where Arts Academy students engage in the creation of interdisciplinary arts projects and have access to workshops run by industry professionals.

We aim to:

- Develop students' individual pathway in their chosen Arts focus area/s
- Develop students' critical and creative thinking skills
- Develop students' understanding of the elements and processes involved in realising performance pieces in the Arts
- Enhance students' ability to work collaboratively on major integrated Arts projects
- Enable students to reflect on their growth and development as a student-artist

Further information

7-12 Arts Learning Leader



THE ARTS

Students will engage in a rotation through compulsory art forms: one semester each of Drama, Music, Media and Visual Art. The focus in each of the arts areas is based on foundational skill building and creating arts products, whether that be performance, composition, artworks, or projects of a collaborative nature. The course will focus on the connection between arts elements.

YEAR 7

Length

1 Semester

DRAMA

Students learn performance skills through tableaux and other improvised styles, as well as script work. Students engage in an in-depth study of the Melodrama genre, creating performance work utilising a melodrama acting style, atmospheric sound effects, costuming and staging. Students develop ensemble and individual skills, and learn to apply the elements of drama to their work.

MEDIA ARTS

Students will analyse how technical and symbolic elements create representations influenced by story, genre, values and points of view. From here they will design media artworks and present their artworks for different community and institutional contexts.

MUSIC

Students experience music as performers and composers. Students work towards developing an expressive ensemble performance which includes melodic, improvisational and rhythmic accompaniment ideas. This is combined with the other important elements of music. They will practise and rehearse a variety of folk music and will perform to a live audience. Students will experience and create an electronic music arrangement using GarageBand.

Students will progress through a tailored musicianship course using *Musition* to develop theory and aural based skills.

VISUAL ARTS

Students will practise techniques and processes to represent ideas in their art-making. They will analyse how artists use visual conventions and develop planning skills for creating their own works of art.

YEAR 8

Length

1 Semester

DRAMA

Students develop their individual and collaborative performance skills through improvisation, more advanced tableaux work, and character building. In addition, the students focus on the 'page to stage' process of putting on a short production, with either a selected script or an emphasis on children's theatre. They plan and perform improvised and scripted drama. Students continue to learn to apply the elements of drama to their work.

MUSIC

Students continue to experience music as performers and composers. The focus is on Rock Music. Students begin with a short course where they develop their rhythmic understanding of unique patterns associated with pop/rock genres, through whole class and group performance. Students will compose an electronic piece that builds on the skills learnt throughout the performance strand of the course.

Students explore a variety of more advanced ways of composing, using industry standard technologies and techniques including, composing and constructing musical ideas, developing fluency in reading notation, performing with expression, using EQ, reverb, filters, arpeggiators, delay and more.

Through listening and research students will gain a deeper understanding of the elements of music and how the electronic techniques spanning R&B, Hip-Hop, EDM, pop, rock are used. They will analyse and describe music and connect it to the real world, beyond that of school.

Students will progress through a tailored musicianship course using *Musition* to build on skills in music theory such as note reading, ear training and musical vocabulary.

VISUAL ARTS

Students will develop two-dimensional and three-dimensional techniques and processes to represent ideas in their art-making. They will analyse contemporary and historical artists and art movements, understand how artists use visual conventions and develop planning skills for creating their own works of art.



YEAR 9

Length

1 Semester

ELECTIVE: DANCE

Students develop theoretical, creative, technical, and physical understanding of dance, expression, and appreciation of dance as an art form.

Students develop their understanding of how Dance genres evolve through studying the pioneers of modern Dance. They explore choreographic and performance conventions through engaging in contemporary technique and performance work. Students explore the elements of Dance, choreographic devices, form, structure, and stimuli as part of their dance making.

ELECTIVE: DRAMA

Students focus on storytelling with intention through an in-depth investigation into Stanislavsky's System of Realistic character development. They apply this to a small group script performance or monologue performance. They develop their skills in off-stage roles by undertaking a Design task, focussing on set and A/V design, lighting and sound design.

Students engage in an exploration of how culture, values and beliefs systems are represented in theatre and how theatre can be used to educate, inspire and influence audience members. Students explore their own cultural heritage and create their own theatre works with a message. Specific theatre genres will be studied and will vary depending on the interest of the group.

ELECTIVE: MEDIA ARTS

Media Arts aims to introduce students to a number of forms of media including film, print and audio. It has a strong focus on the appropriate application of a range of multimedia software applications.

The course aims to:

1. Provide a creative environment where students are able to explore a variety of media forms
2. Develop proficiency in a range of multimedia software applications
3. Begin to promote an understanding of the influence that media and multimedia plays in contemporary society.
4. Build knowledge and understanding of the key concepts of media, including media organisations, codes, conventions audiences and representations.

ELECTIVE: MUSIC

Students explore Music and Media in Year 9 and extend their skills in the areas of Performance, Composition and Music Theory. Students develop an understanding, through research, of the role that music plays in advertising. Students will work together to recreate a performance of a piece of music from this setting, as part of an ensemble. Students will also perform a solo piece in a style or genre of their own choice. They interpret and perform music with technical control, expression, and stylistic understanding.

Students will compose their own electronic music piece in the Music and Media setting. They will draw from the skills developed at the beginning of the course with performance and compose their own piece for an advert of their choice.

Students will develop their aural and musicianship skills by following a tailored course using *Musition* software. This enables them to recognise and understand the elements of music and build on the skills learnt in year 7 and 8, especially with Pitch and Duration.

ELECTIVE: VISUAL ARTS

This course will provide students with opportunities to develop knowledge and skills across a range of two-dimensional art (painting, drawing and printmaking), three-dimensional art (sculpture and ceramics) and design, including multimedia and photography as well as the Adobe Creative Suite.

During Year 9, students develop their use of appropriate terminology and visual art language. Emphasis will be placed on the development of research skills and written analysis as well as independent idea generation.

Further information

7-12 Arts Learning Leader





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