

SALISBURY EAST
HIGH SCHOOL
MIDDLE SCHOOL
SUBJECT HANDBOOK
2024

INDEX

Learning Together, Achieving Together

THE ARTS

- [YEAR 7 MUSIC](#)
- [YEAR 8 SPECIAL INTEREST MUSIC](#)
- [YEAR 8 MUSIC \(ARTS ROTATION\)](#)
- [YEAR 9 MUSIC](#)
- [YEAR 7 PERFORMING ARTS](#)
- [YEAR 8 PERFORMING ARTS](#)
- [YEAR 7 PERFORMING ARTS](#)
- [YEAR 7 VISUAL ART](#)
- [YEAR 8 VISUAL ART](#)
- [YEAR 9 VISUAL ART](#)

DESIGN AND TECHNOLOGY

- [YEAR 8 FOOD TECHNOLOGY](#)
- [YEAR 9 CONTEMPORARY CATERING](#)
- [YEAR 9 JUNIOR COOKS](#)
- [YEAR 8 DESIGN AND TECHNOLOGY](#)
- [YEAR 8 TEXTILES AND SEWING](#)
- [YEAR 9 DESIGN AND TECHNOLOGY](#)
- [YEAR 9 FASHION AND DESIGN](#)
-

DIGITAL TECHNOLOGIES

- [YEAR 7 DIGITAL TECHNOLOGY](#)
- [YEAR 8 DIGITAL TECHNOLOGY](#)
- [YEAR 8 ROBOTICS AND SYSTEMS](#)
- [YEAR 9 ROBOTICS AND SYSTEMS](#)

ENGLISH

- [YEAR 7 ENGLISH](#)
- [YEAR 8 ENGLISH](#)
- [YEAR 9 ENGLISH](#)
- [SAASTA CONNECT](#)

HASS

- [YEAR 7 HUMANITIES AND SOCIAL SCIENCES](#)
- [YEAR 8 HUMANITIES AND SOCIAL SCIENCES](#)
- [YEAR 9 HUMANITIES AND SOCIAL SCIENCES](#)

HEALTH AND PHYSICAL EDUCATION

- [YEAR 7 HEALTH AND PHYSICAL EDUCATION](#)
- [YEAR 8 BE ACTIVE PE](#)
- [YEAR 8 SPECIALIST SOCCER](#)
- [YEAR 9 BE ACTIVE PE](#)
- [YEAR 9 BE ACTIVE PE \(GIRLS\)](#)
- [YEAR 9 HEALTH](#)
- [YEAR 9 SPECIALIST SOCCER](#)

LOTE

- [YEAR 7 JAPANESE](#)
- [YEAR 8 JAPANESE](#)
- [YEAR 9 JAPANESE](#)

MATHEMATICS

- [YEAR 7 MATHEMATICS](#)
- [YEAR 8 MATHEMATICS](#)
- [YEAR 9 MATHEMATICS](#)

SCIENCE

- [YEAR 7 SCIENCE](#)
- [YEAR 8 SCIENCE](#)
- [YEAR 9 SCIENCE](#)

GET IN TOUCH

The middle school provides a supportive and inclusive environment that encourages students to become successful learners, confident and creative individuals, and active and informed citizens. Our rich and diverse curriculum allows middle school students to explore a variety of subject options, which enables students to subsequently make informed subject choices in the senior school, that support their future pathways.

At Salisbury East High School, we deliver the Australian Curriculum from years 7 – 10, and the SACE from years 10 – 12. The Australian Curriculum describes to teachers, parents and students what is to be taught and the quality of learning expected of young people as they progress through school.

Middle school students have the opportunity to engage with all eight learning areas of the Australian Curriculum, with increasing opportunities for choice as they move through the year levels.

- Arts
- Design and Technology
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities - Civics and Citizenship, Economics and Business, Geography and History

Students are encouraged to explore our curriculum options to ensure that their curriculum selections best suit their personal strengths, learning needs and future pathways.

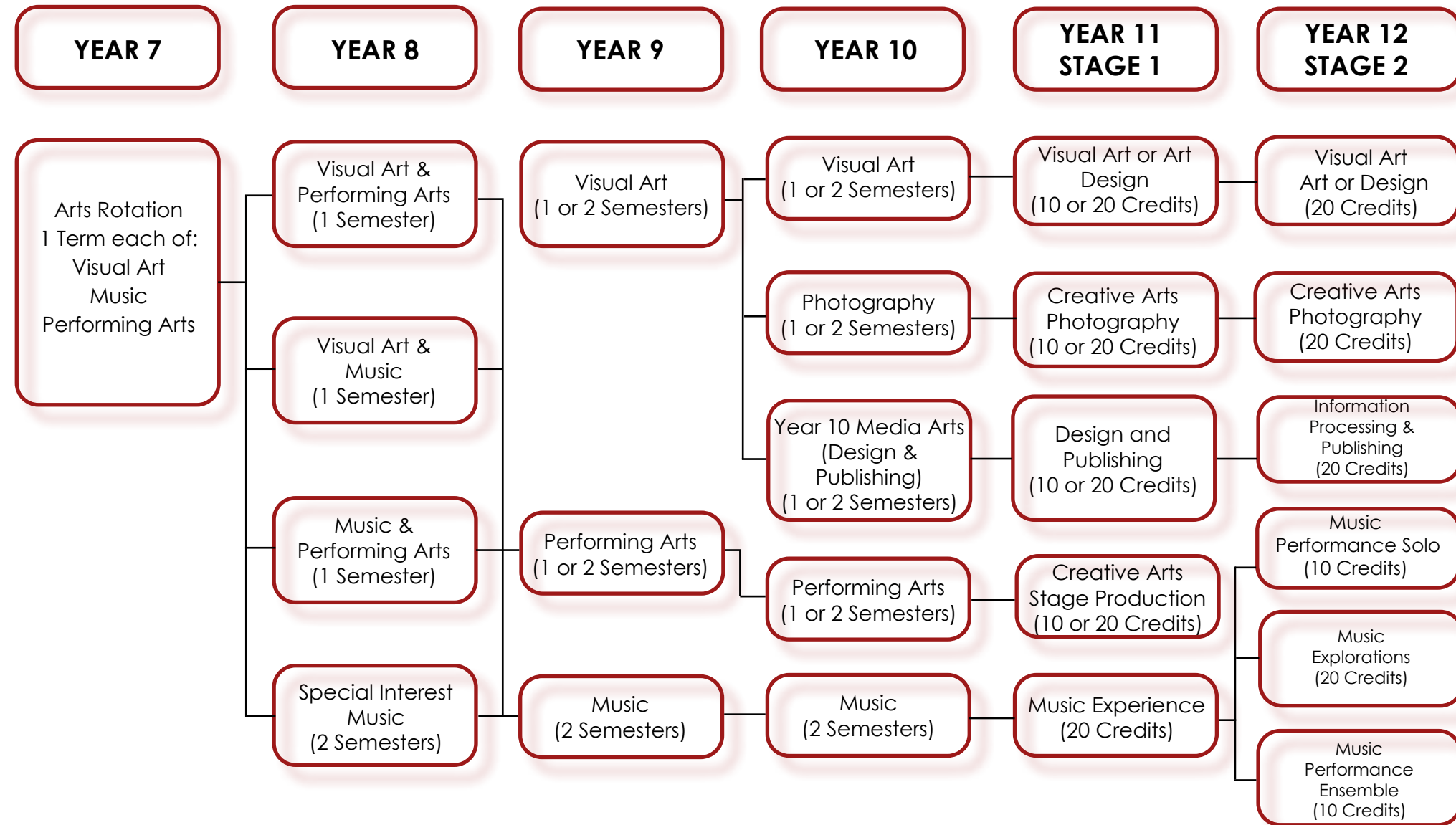
For more information on the Australian Curriculum, please visit the Australian Curriculum website.

<http://www.australiancurriculum.edu.au>

Should you require further information around subject selection please contact the school.



Learning Together, Achieving Together



YEAR 7 MUSIC
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 Music is designed to provide students with exposure to a broad range of practical and theoretical music concepts. Students develop their understanding of rhythm, pitch, ensemble and collaboration skills through a range of practical exercises on percussion instruments and the ukulele. Students will explore how musicians use the elements of music to create compositions and performances. They also develop their understanding of a broad range of musical instruments.

Year 7 Music prepares students for entry into the Year 8 Special Interest Music class.

ASSESSMENT

- Instrument skill development: Percussion and ukulele
- Instrument Profile
- Elements of Music Journal

SPECIAL REQUIREMENTS: None

YEAR 8 SPECIAL INTEREST MUSIC
LENGTH: 2 Semesters
CREDITS: Not applicable
RECOMMENDED BACKGROUND: None

Special Interest Music is designed for students with a strong interest in Music, however prior experience in music or an instrument is not required. Students in this program must select music for a full year (two semesters).

They work in collaboration with their class teacher to select an instrument to specialise in. Students are provided with a thirty minute Instrumental Music lesson each week with a teacher who specialises in their instrument in addition to their classroom music lessons.

As a part of their classroom music, students contribute to rehearsals as a member of their class ensemble to prepare for performances in the wider SEHS community. Students will also engage in a range of activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles.

ASSESSMENT

Ensemble assessment through contribution to Arts Showcases

- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS: Special Interest Music student numbers are capped at one class (approximately 25 students). If student interest exceeds class capacity, the Music staff will run a selection process.

All students participating in Year 8 Music must participate in a lesson with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge.

Instrument hire is available for students participating in Special Interest Music. The annual instrument hire fee in 2022 is \$140.

YEAR 8 MUSIC (ARTS ROTATION)

LENGTH: 1 Term (as a part of the one semester Arts rotation)

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Year 8 Music (as a part of the semester Arts rotation) builds on the skills and knowledge developed in Year 7 Music. It provides an opportunity for students to further explore a range of practical and music literacy concepts, however does not allow students to specialise on an instrument, or engage in instrumental music lessons.

Students will engage in a range of practical activities that develop their knowledge of skills and techniques to play the drum kit and guitar. Students will explore the use of rhythmic notation to communicate the rhythms used in performances and will use Bandlab to compose using this notation. Students will explore how popular music has developed over time and will learn to play songs in this style.

ASSESSMENT

- Instrument skill development: drum kit and ukulele
- Music literacy: Bandlab MIDI composition
- Music literacy: The evolution of popular music

SPECIAL REQUIREMENTS: Students may only study one Arts rotation that contains Music.

YEAR 9 MUSIC

LENGTH: 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

As a part of their classroom music, students contribute to rehearsals as a member of their class ensemble to prepare for performances in the wider SEHS community. Students will also engage in a range of

activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles.

Students will apply their knowledge of a range of music theory concepts to work in collaboration with each other to create and notate arrangements for class performances and will reflect on their development of skills and knowledge.

ASSESSMENT

Semester 1

- Ensemble assessment through contribution to Arts Showcases
- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS: Students may select Music at Year 9 without prior experience.

All students participating in Year 9 Music must participate in a lesson with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge.

Instrument hire is available for students participating in Special Interest Music. The annual instrument hire fee in 2022 is \$140.

YEAR 7 PERFORMING ARTS

LENGTH: 1 Term

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to

express their responses to global issues and ideas. Throughout their studies in Performing Arts students will:

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance

ASSESSMENT

- Elements of Performing Arts
- Drama: Mime Performance
- Dance: Performance

SPECIAL REQUIREMENTS: None

YEAR 8 PERFORMING ARTS

LENGTH: 1 Semester

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to express their responses to global issues and ideas. Throughout their studies in Performing Arts students will:

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and customary to demonstrate understanding of the work of the Performing Arts Industry.

ASSESSMENT

- Review of a Performance
- Dance: Collaborative Composition
- Drama: Collaborative Composition

SPECIAL REQUIREMENTS: None

YEAR 9 PERFORMING ARTS

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to express their responses to global issues and ideas.

Throughout their studies in Performing Arts students will:

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and customary to demonstrate understanding of the work of the Performing Arts Industry.

ASSESSMENT

- The Importance of Warming Up and Cooling Down
- Elements of Performing Arts
- Review of Performance
- Collaborative Composition of Major Performance Piece (Arts Showcase)
- Reflection of Performance Task

SPECIAL REQUIREMENTS: None

YEAR 7 VISUAL ART

LENGTH: 1 Term

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: none

Students studying Year 7 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, drawing and construction skills (sculpture).

They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

- Elements of Visual Art folio
- Artist study
- Major practical

SPECIAL REQUIREMENTS: None

YEAR 8 VISUAL ART

LENGTH: 1 Semester

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Students studying Year 8 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, drawing and construction skills (sculpture).

Students will work as an artist to create their own artworks based on

their understanding of the work of other artists using a range of hand rendered mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

Students will demonstrate their understanding through the following assessment tasks:

- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

YEAR 9 VISUAL ART

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Students studying Year 9 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design.

They will develop painting, digital, drawing and construction skills (sculpture). They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered and digital mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

TOPICS

- Pop Art
- Paper Mache
- Media Arts

ASSESSMENT:

Students will demonstrate their understanding through the following assessment tasks:

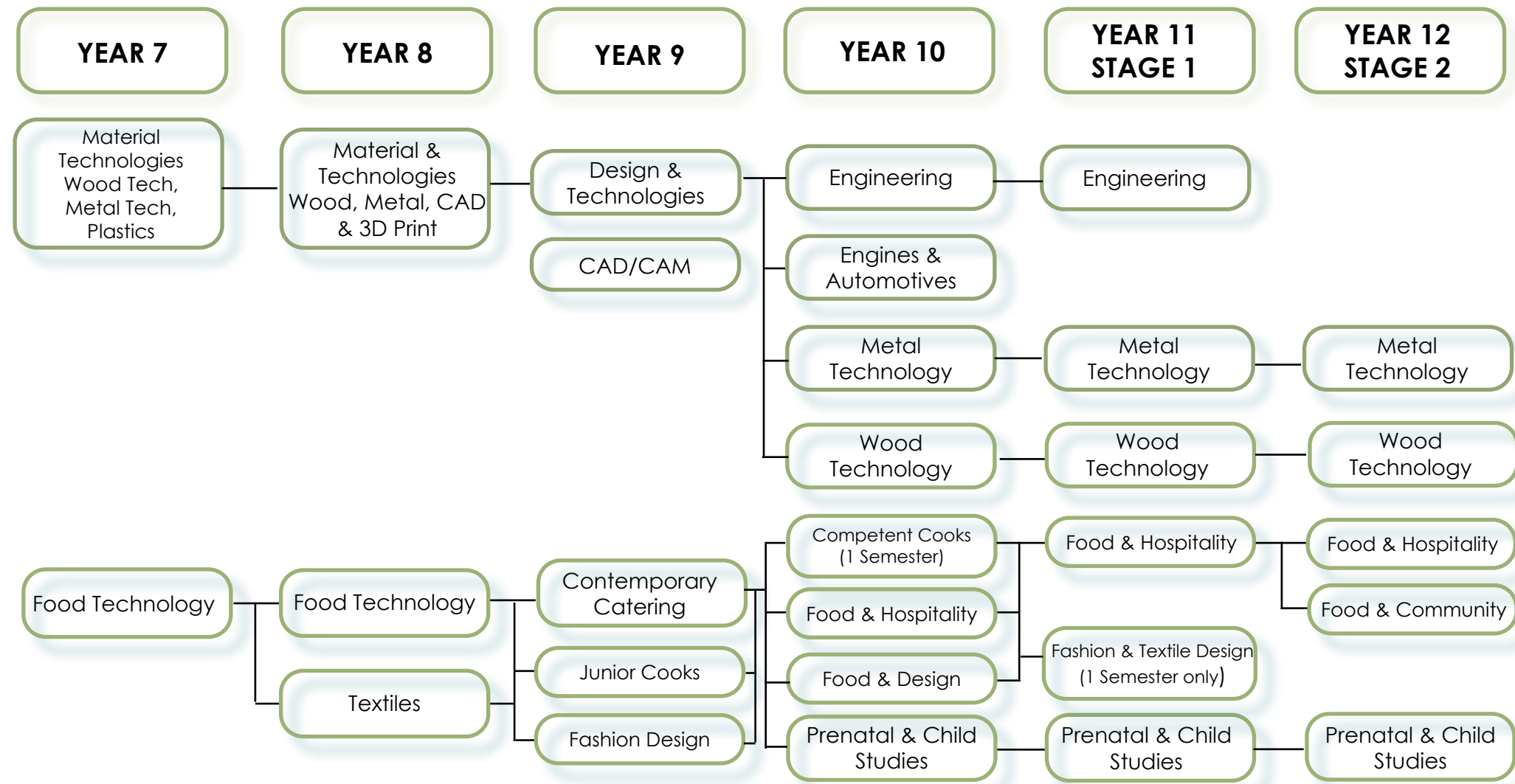
- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

DESIGN AND TECHNOLOGY

Learning Together, Achieving Together



FOOD TECHNOLOGY & TEXTILES OPTIONS YEAR 8 FOOD TECHNOLOGY

LENGTH: 1 Semester

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

This course will build on the cooking skills learned in year 7. Students will have more opportunities to create larger, challenging meals using a range of cooking techniques and technology. Students will need to use design thinking skills and problem solving to create their own meals and recipes in response to challenges and contexts provided. If you love cooking and learning about food and being healthy this is a great course for you. Some of the topics covered will include:

- Sweet & Savory baking
- Healthy Lunchbox
- Eat a rainbow
- Pasta Party

ASSESSMENT

- Group practical tasks
- Skills folio
- Design briefs
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 9 CONTEMPORARY CATERING

LENGTH: 1 or 2 Semester

CREDITS: Not applicable

RECOMMENDED BACKGROUND: None

This course is great for students who are interested in the food and

hospitality industry and want to be involved in catering for real events. You will learn how to cook different items, however it is important that you already have good cooking skills and are confident in a kitchen. Some of the topics you will cover:

- Different catering styles; finger food, canapes, buffet
- Menu and hospitality business design
- Celebration & Party foods
- Catering for dietary needs (allergies, vegan, cultural)
- Event catering (birthday parties, business lunch, meetings)

ASSESSMENT

All Food Tech courses contain written/theory components. You will undergo a range of assessment types including:

- Practical group work
- Design briefs
- Evaluation
- Folio with evidence of planning and catering for at least one school event.

SPECIAL REQUIREMENTS: None

YEAR 9 JUNIOR COOKS

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

This course is great for students who are interested in food and enjoy cooking but know they need to master the basics first. This course is ideal for students who want to learn more about cooking for themselves, healthy eating and where food comes.

You will cover a range of topics in Junior Cooks related to all things food, some may include:

DESIGN AND TECHNOLOGY

DESIGN AND TECHNOLOGY

Learning Together, Achieving Together

- Healthy Fast food
- Farm to Plate (where does food come from?)
- Savory Baking-Pastries, Breads and Doughs
- Weird & wonderful ingredients
- Multicultural foods
- Native ingredients

ASSESSMENT

All Food Tech courses contain written/theory components
You will undergo a range of assessment types including:

- Analysis current food issues
- Design briefs
- Evaluation on practical
- Skills folio

SPECIAL REQUIREMENTS: None

YEAR 8 TEXTILES AND SEWING

LENGTH: 1 Semester

Credits: Not Applicable

RECOMMENDED BACKGROUNDS: None

This course is great for students who enjoy hands-on learning, designing and making things. Students will be introduced to the basics of using a sewing machine and hand-stitching techniques.

Students will learn about different fabrics and fibers and how they are used to create everyday items.

Students will have the opportunity to make some of the following items:

- Felt monsters
- Childrens and pet toys
- Pencil cases
- Phone/earphone pouch
- Scrunchies/accessories

- Heat Bags

ASSESSMENT

- Design briefs
- Skills visual folio (photos and videos of techniques)
- Product evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 DESIGN AND TECHNOLOGY

LENGTH: 1 Semester

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Students will have the opportunity to build on skills from year 7 within a range of Technologies areas. Students will be able to design small items using a range of materials and skills including: woodwork, electronics, sheet metal and CAD/CAM, this is a good course for students who enjoy working with their hands, designing & making.

ASSESSMENT

- Design Folios
- Product design / creation
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 9 DESIGN AND TECHNOLOGY

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

Students build on skills from year 8, they will have more opportunity to work independently on designing and producing items which may

include small furniture. Students will be exposed to a broader range of machinery and fabrication techniques.

ASSESSMENT

- Product design
- Design folio
- Product Investigation

SPECIAL REQUIREMENTS: None

YEAR 9 FASHION AND DESIGN

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

In this course students have the opportunity to design and create items using a range of fabrics by hand and using a sewing machine. Students will learn basic sewing skills and techniques. Some of the projects students may do include:

- Construct a mini pouch with a zip and lining
- Design and construct an Apron with applique and a pocket
- Design and create an applique cushion that would be suitable as a prototype for a home decorating store such as H&M
- Make a draw string bag using recycled fabric to be used to hold your sewing requirements in class
- Select and make a personal item such as: boxer shorts, tank top.

ASSESSMENT

- Submitting a design brief folio of evidence of your planning and construction processes used to complete your article.
- Writing an evaluation to reflect on the processes used and their outcome.
- Researching Ethical fashion Brands.
- Gaining an awareness of fast fashion and sustainability issues

through research tasks

SPECIAL REQUIREMENTS: None

YEAR 9 CAD/CAM

LENGTH: 1 or 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

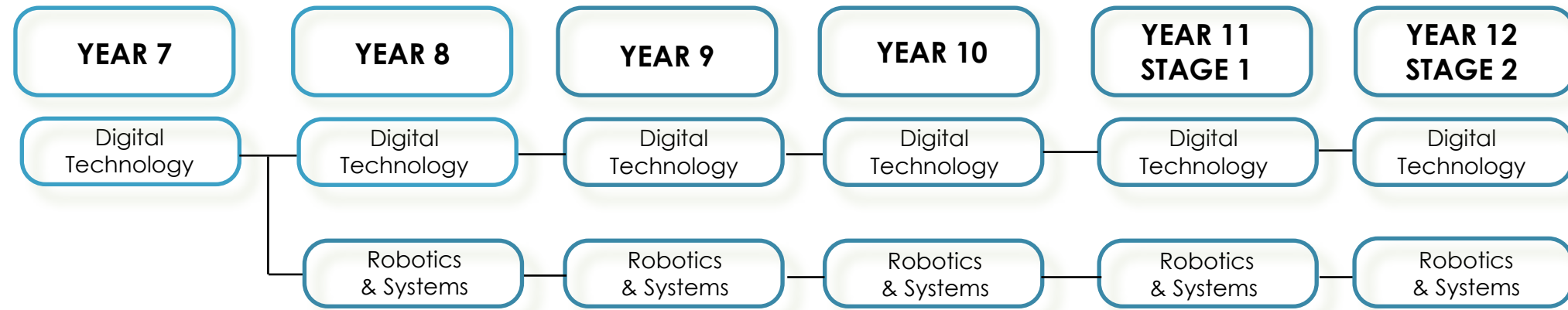
Students will be exposed to multiple computer aided design and manufacturing including laser cutting, CNC router and 3D printing. Students will have the opportunity to design solutions and products using CAD/CAM manufacturing techniques.

ASSESSMENT

- Product design
- Product Investigation
- Design folio
- Evaluation

SPECIAL REQUIREMENTS: None

Learning Together, Achieving Together



YEAR 7 DIGITAL TECHNOLOGY
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

During their term of Digital Technology in Year 7 students will develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. Students select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects.

ASSESSMENT:

- Students create a digital solution using VEX robotics to help solve an environmental problem
- Students create an online game using Microsoft MakeCode, designing it for a specific client by creating a user story.
- Students persuade members of the community to analyze their current IT infrastructure and think about making improvements.
- Students explore cyber security

SPECIAL REQUIREMENTS: None

YEAR 8 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In Digital Technologies, learning focuses on further developing understanding and skills in computational thinking. Students will have the opportunity to plan and create a range of digital solutions through website design and game development. Students will interpret and model data using spreadsheets. Students will explore the issue of cyber security. They select and use a range of digital tools effectively and responsibly to create, plan and manage projects.

ASSESSMENT

- Students demonstrate evidence of learning through the following range assessment types:

- Website design
- Game development
- Creation of a data analysis and visualisation tool
- Autonomous robotics

SPECIAL REQUIREMENTS: None

YEAR 9 DIGITAL TECHNOLOGY
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students develop and modify innovative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories. Students acquire, interpret and model data with databases. They design and validate algorithms and implement them. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects.

ASSESSMENT

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

- Website design
- PyGame development
- Data analysis and visualisation tool using Python

- Autonomous manufacturing

SPECIAL REQUIREMENTS: None

YEAR 8 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this subject you will learn the basics of VEX Robotics and engineer solutions to problems. You will learn a variety of engineering concepts and explore simple machines. You will be faced with VEX IQ competition problems and collaboratively create systems to overcome them. From this course you will have the opportunity to join one of the VEX IQ teams. Throughout tasks you will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

- Research task around mechanical advantage
- Design Folio around simple machines
- VEX IQ competition based challenges

SPECIAL REQUIREMENTS: None

YEAR 9 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

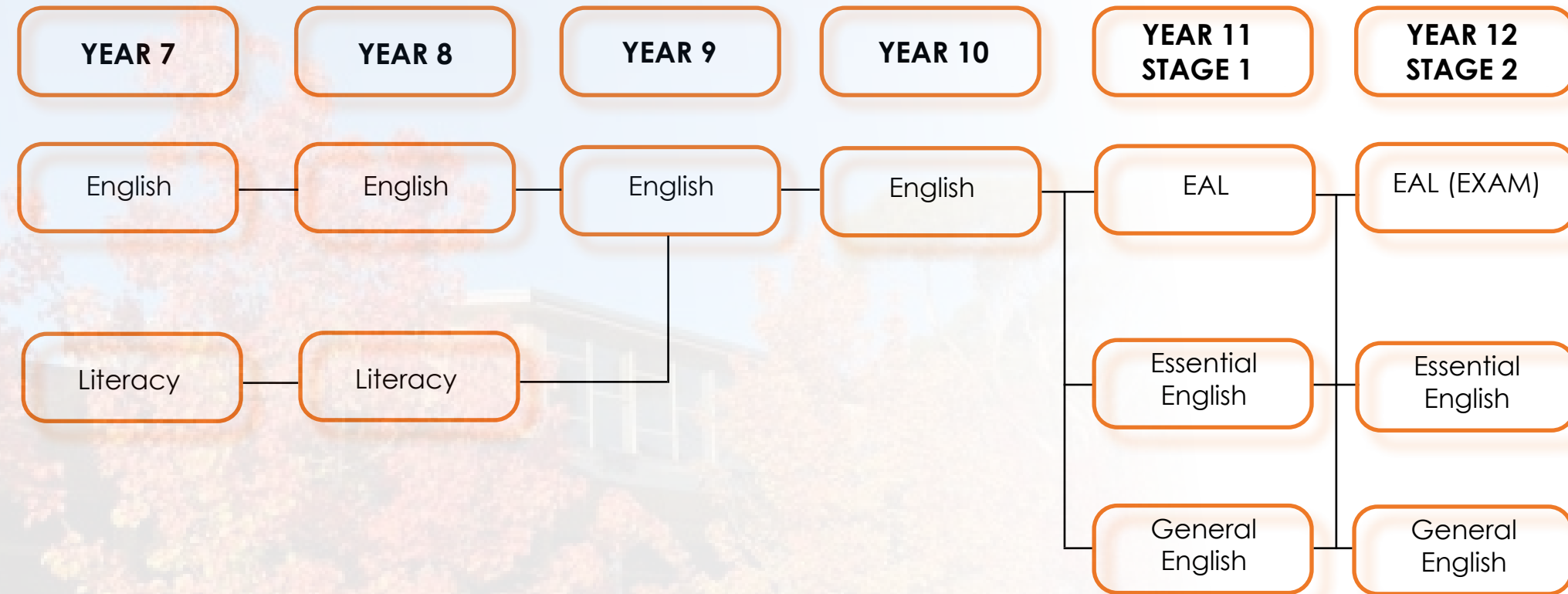
In this subject you will engage in VEX Robotics and other mediums to engineer solutions to identified problems. You will learn a variety of engineering concepts and explore mechanical advantages. You will be faced with VEX EXP & V5 STEM lab problems and collaboratively create solutions to overcome them. Throughout tasks you will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

Students may do some of the following tasks

- Design Folio for VEX challenges
- Research a 'Rube Goldberg' Machine and explain the mechanical advantage
- Create solutions to identified or research problems

SPECIAL REQUIREMENTS: None



YEAR 7 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They also demonstrate understanding of how their choice of language features, images and vocabulary affects meaning. Students also explain issues and ideas from a variety of sources, analysing evidence and implied meaning. They select specific details from texts to develop their own responses, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. When creating texts, students learn how language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences, as well as make presentations and contribute actively to class and group discussions. When creating and editing texts students demonstrate understanding of grammar, use more specialised vocabulary and accurate spelling and punctuation.

TOPICS:

- Persuasion in media
- Motivational speeches
- Reading and creating life stories
- Literary stories
- Reading short narratives
- Novel study
- Poetry and songs
- Reimagining poetry

ASSESSMENT

- Advertisement Creation and Analysis
- Motivational Speech
- Biography Analysis
- Biography/Autobiography Creation
- Poem Analysis and Creation
- Novel Study - Booklet and Thematic Essay

SPECIAL REQUIREMENTS: None

YEAR 8 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students learn how the selection of text structures is influenced by language modes and how this varies for purpose and audience. Students explain how use of language features, image and vocabulary represent ideas and issues in texts. They also interpret texts, questioning sources of ideas and information, and select textual evidence to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions. Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence audiences. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences.

Learning Together, Achieving Together

They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

TOPICS:

- Representations in news media
- Novel Study
- Exploring experiences through poetry
- Creating short stories
- Short films and Analysing digital texts

ASSESSMENT

- Short Story
- Writer's Statement
- Novel Study Booklet
- Novel Study Essay
- Written/Multimodal Review
- Newsmedia Persuasive Piece
- Webpage Creation - Media Analysis
- Oral Presentation

SPECIAL REQUIREMENTS: None

YEAR 9 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from

texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience. Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

TOPICS:

- Prose fiction
- Classic stories and cinema
- Transparency in texts
- Speculative fiction, Performing Poetry
- Representations of a nation
- Characterisation podcasts
- Critical reading of short texts

ASSESSMENT

- Exposition
- Feature Article
- Podcast
- Infographic and Narratives
- Writer's Statement
- Analytical Paragraph Response
- Analytical Essay
- Review
- Vlog

SPECIAL REQUIREMENTS: None

SAASTA CONNECT
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Through the SAASTA Connect program students have the opportunity to develop their general capabilities of the Australian Curriculum through a focus on Aboriginal Culture and Identity, Aboriginal and non-Aboriginal perspectives through history as well as learning new skills through physical activity. All curriculum materials are aligned to the Australian Curriculum. Students will be encouraged to attend and participate positively in the cultural and sporting activities. SAASTA Connect regularly reinforces key performance indicators (KPIs) including regular attendance, good behaviour and learning about your culture.

SAASTA Connect is a curriculum program for year 7 to 9 Aboriginal students aiming to do SAASTA in years 10, 11 and 12. The program is a series of culturally appropriate curriculum resources that can be delivered by existing school staff.

TOPICS:

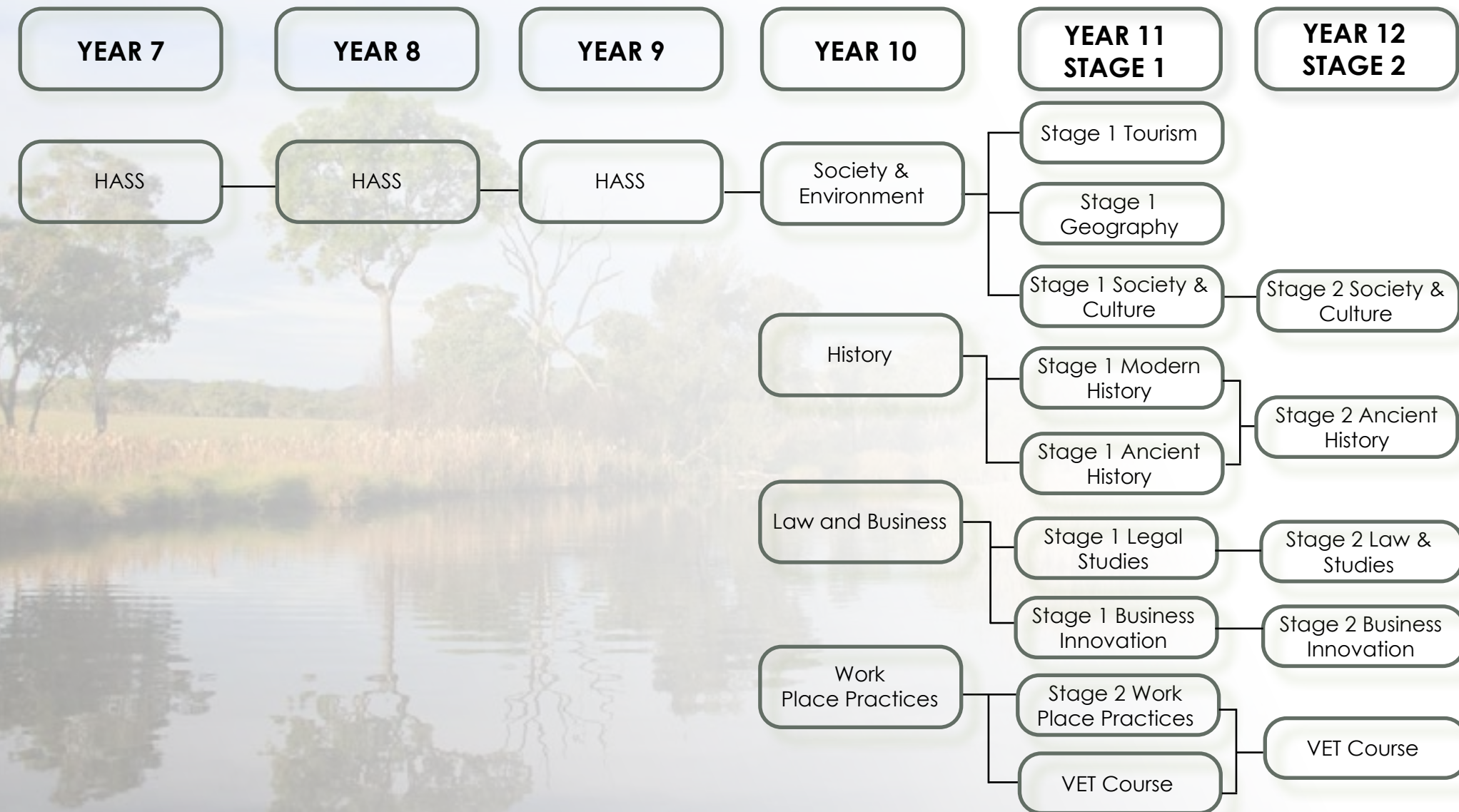
- Healthy living
- Cultural identity
- Aboriginal language
- Traditional sports
- Respectful relationships

SPECIAL REQUIREMENTS: None

HASS & RESEARCH PROJECT

HASS & RESEARCH PROJECT

Learning Together, Achieving Together



YEAR 7 HUMANITIES AND SOCIAL SCIENCES

LENGTH: 2 Semester

CREDITS: Not Applicable

RECOMMEND BACKGROUND: None

In the first semester, students undergo studies into ancient societies, including archaeological discoveries throughout time. They will learn how to evaluate a range of sources and interpret information to explain the role of groups and individuals in society. Students also undertake studies in Civics and Citizenship where they learn about the features of democracy and Australia's federal system of government. Students will develop skills in research and critical thinking.

In semester two, students learn about the importance of water in the world and investigate factors that influence where people choose to live. They learn skills in mapping and how to collect data. Students also undertake studies in Business and Economics where they investigate the nature of work and how consumers and producers interact. Students will develop skills in research, source analysis, critical thinking and geographical data collection.

TOPICS:

- Early First Nations People of Australia
- Australian Civics and Citizenship
- Ancient Egypt
- Water in the World
- Business and Economics
- Place and Liveability

ASSESSMENT

- Source Analysis
- Empathy/Creative Task
- Research Task
- Mapping and Field Study skills
- Report
- Comprehension

SPECIAL REQUIREMENTS: None

HASS & RESEARCH PROJECT

HASS & RESEARCH PROJECT

Learning Together, Achieving Together

YEAR 8 HUMANITIES AND SOCIAL SCIENCES

LENGTH: 2 Semester

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

In the first semester, students investigate aspects of medieval history throughout the period of 650-1750 CE. They will undertake two in-depth studies in which they will develop historical knowledge and understanding of the nature of change in medieval societies. Students will also undertake studies in Civics and Citizenship where they study the responsibilities and freedoms of Australian Citizens. Students will develop skills in research, critical thinking and source analysis to present historical arguments and explanations.

In semester two, students learn about the creation and value of landscapes and landforms around the world and how they change as a result of erosion, weathering and natural disasters. They also investigate the nature of migration and why populations move and change. Students also undertake studies in Business and Economics where they investigate consumer rights and business marketing. Students will develop skills in research, critical thinking, mapping and geographical data collection and representation.

TOPICS:

- Vikings
- Civics and Citizenship - elections and law making
- The Black Death
- Landforms and Landscapes
- Business and Economics - Australian Markets
- Changing Nations

ASSESSMENT

- Source Analysis
- Empathy/Creative Task
- Research Task
- Mapping and Field Study skills
- Report
- Comparison Task

SPECIAL REQUIREMENTS: None

YEAR 9 HUMANITIES AND SOCIAL SCIENCES

LENGTH: 2 Semesters

CREDITS: Not Applicable

RECOMMENDED BACKGROUND: None

In the first semester, students study the making of the modern world from 1750 to 1918, with a focus on Australian history. Students develop historical understanding through key concepts including continuity and change, empathy and cause and effect. They evaluate the reliability and usefulness of primary and secondary sources, as well as investigate the significance of historical people and events from a range of different perspectives. Students will also undertake studies in Civics and Citizenship where they learn about different Australian political parties

In semester two, students study environmental geography by learning about biomes and food security. They will then spend time learning about the geographies of human interconnections with a focus on tourism, trade and technology. Students learn about cause and effect and develop geographical skills through data collection and analysis. They develop mapping and field study skills and learn how to evaluate and represent data in different ways. Students also undertake studies in Business and Economics where they will learn about managing financial risks and rewards

TOPICS:

- Making and transforming the Australian nation (1750–1914)
- Civics and Citizenship - Australian political parties
- World War I (1914–1918)
- Biomes and food security
- Business and Economics - financial risks and rewards
- Geographies of interconnections

ASSESSMENT

- Source Analysis
- Empathy/Creative Task
- Research Task
- Mapping and Field Study skills
- Comparison Task

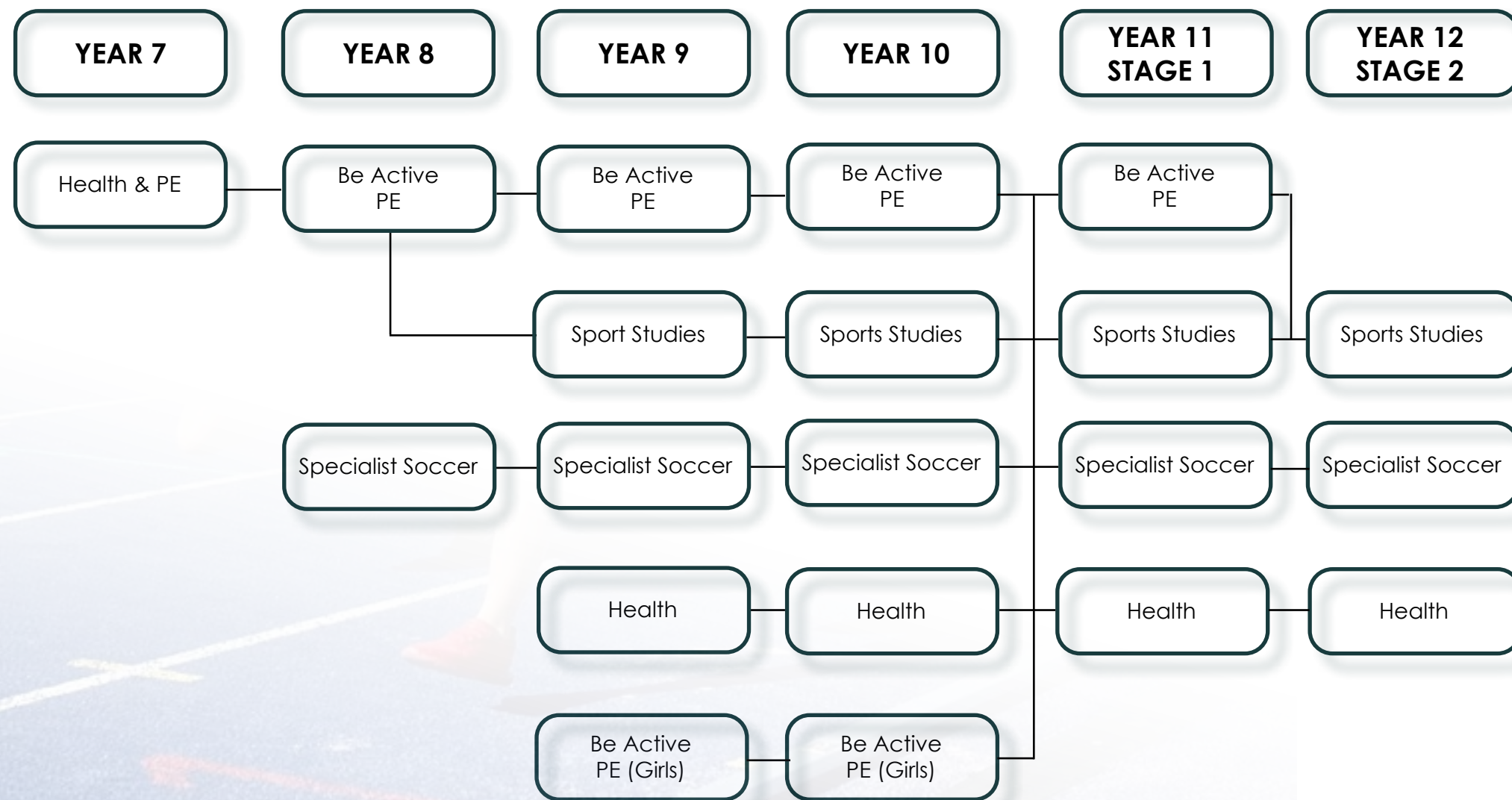
SPECIAL REQUIREMENTS: None



HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together



YEAR 7 HEALTH AND PHYSICAL EDUCATION

LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 HPE will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as working through scenarios to help decision making as the students move towards adulthood. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8 BE ACTIVE PE

LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as working through scenarios to help decision making when it comes to relationships and sexual health. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8 SPECIALIST SOCCER

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Please See Special Requirements

Aligned with the Australian Curriculum and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting boys and girls to reach their full potential in a fun, active and highly engaging setting.

This subject focusses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 8, there is a clear focus on the development of literacy skills; and STEM, including data collection and analysis using innovative ICTs in order to improve the playing ability of the student and others.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: To be accepted into this program, students will need to be successful at a trial in Year 7. New candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science.

Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory. Students in this program will also have the opportunity to take part in various SSSA and Northern Zone competitions.

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together

YEAR 9 BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 9 BE ACTIVE PE (GIRLS)
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE (Girls) will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as working through scenarios to help decision making when it comes to relationships and sexual health; specifically related to females. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 9 HEALTH
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will learn about a variety of health-related topics including: relationships & sexual health, mental health, social justice, nutrition, drugs & alcohol, child protection curriculum, and positive education. Students will be able to apply knowledge and understanding to make informed decisions about personal and community health scenarios.

ASSESSMENT

Assessment will involve theory tasks.

SPECIAL REQUIREMENTS: This subject is compulsory at Year 9 level. Although all topics are considered essential, students may elect to opt-out of certain topics with consent from parents or caregivers for sensitivity purposes.

YEAR 9 SPECIALIST SOCCER
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Please See Special Requirements

Aligned with the Australian Curriculum and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting boys and girls to reach their full potential in a fun, active and highly engaging setting.

This subject focusses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 9, there is a clear focus on the development of literacy skills; and STEM, including data

collection and analysis using innovative ICTs in order to improve the playing ability of the student and others.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: Participants have usually undertaken the Year 8 program, however, new candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science. Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory. Students in this program will also have the opportunity to take part in various SSSA and Northern Zone competitions.

YEAR 9 SPORTS STUDIES
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

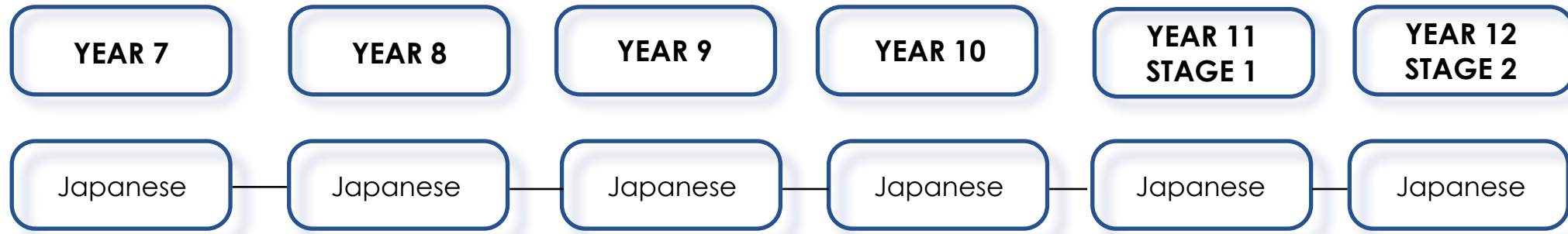
Sports Studies will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as introductions to exercise physiology, biomechanics, and game sense. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT

Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None





YEAR 7 JAPANESE
LENGTH: 1 Term
RECOMMENDED BACKGROUND: None

In year 7 Japanese students will develop their intercultural understanding through learning about Japanese vs Australian greetings and etiquette. Students then learn to express and share information in Japanese about themselves and their personal lives, detailing the things that matter to them. Year 7 Japanese is created with a hands-on approach so that students can be active participants in learning.

Such activities include, water calligraphy, interactive games, furoshiki folding experience, and more!

TOPICS:

- Self identity
- Self introductions (name, age, nationality, family members, where they live)
- Japanese and Australian cultural comparison

ASSESSMENT

- Self introduction
- Vocabulary Quiz

- Venn Diagram Task

SPECIAL REQUIREMENTS: None

YEAR 8 JAPANESE
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In year 8 Japanese students will build upon and develop further their intercultural understanding through the lens of food culture. Students will spend the first term creating their own vending machine and producing a write up about their product in both Japanese and English. In the second term students will deepen their understanding of food culture in Japan compared to Australia by developing a 'how to dine in Japan' guide for an Australian audience.

TOPICS

- Food descriptions
- Counting larger numbers
- Comparing Australian and Japanese currencies

- Japanese dining etiquette compared to Australia
- Self Introductions (recap)
- Ordering food and drinks in a Japanese restaurant

ASSESSMENT

- Vending Machine Task
- Weekly Check-Points (Hiragana/ Vocabulary etc.)
- Venn Diagram (comparing dining culture)
- Short Response Questions
- How to Dine in Japan Guide

SPECIAL REQUIREMENTS: None

YEAR 9 JAPANESE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In year 9 students will extend their fluency and accuracy in Japanese by cementing their foundational skills and begin to develop their independence with their Japanese language learning. Students will develop their intercultural awareness through reflective writing based on cultural similarities and differences between Australia and Japan. They will look closely at housing and lifestyles and think about how they can produce products that will cater to both an Australian and Japanese audience. Students will then develop their ability to recount events and translate and interpret texts using all three scripts in Japanese.

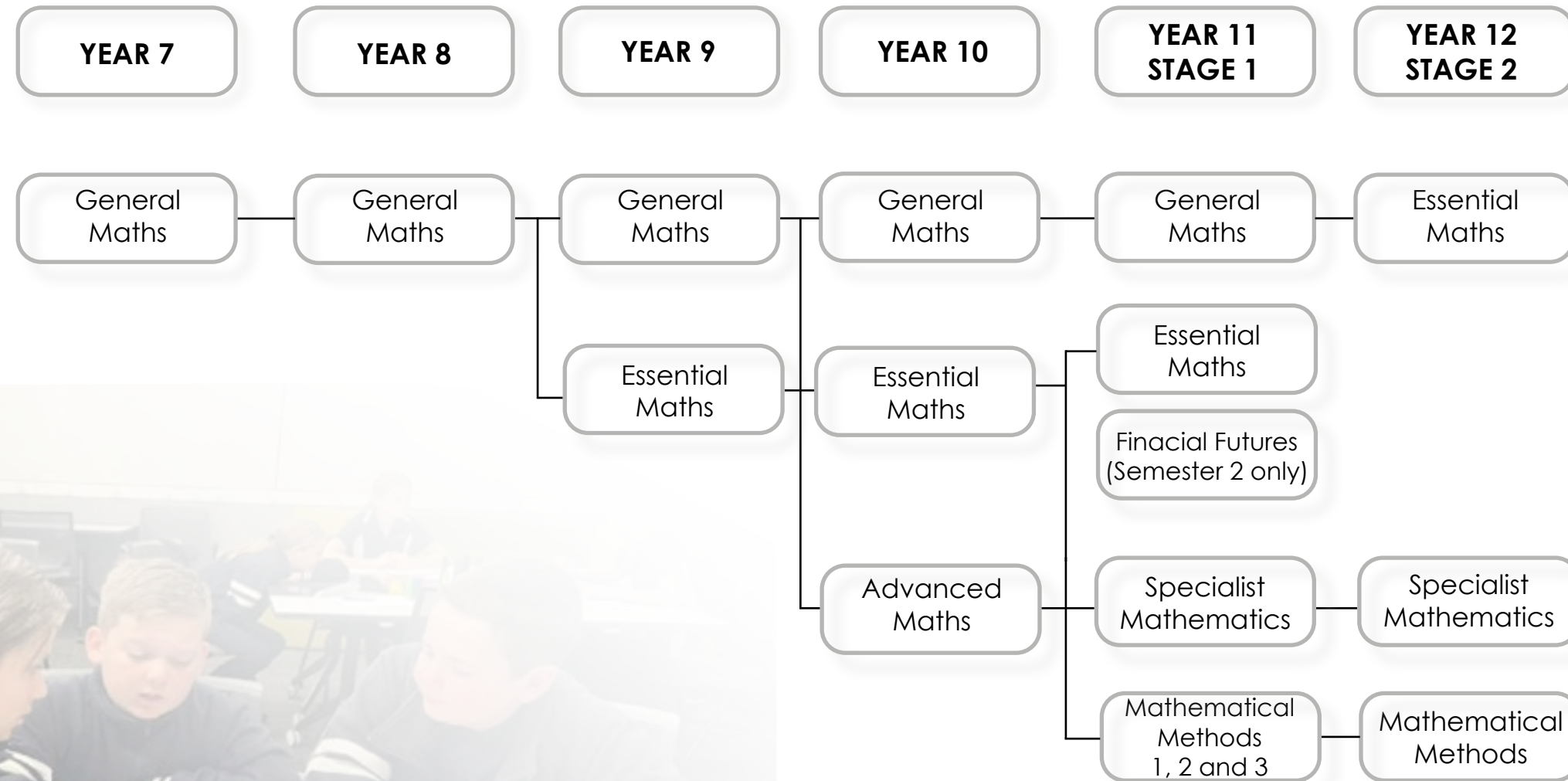
TOPICS

- Housing (hobbies, reading task)
- My daily routine recount (linked to excursion)
- Food - Katakana focus
- Physical Descriptions (Movie Task)

ASSESSMENT

- Housing Task (English reflection and house design)
- Reading Comprehension (Japanese) English Reflection
- My Excursion Recount
- How to Dine in Japan Guide
- Japanese Menu Task
- Physical Description Task - based on a movie

SPECIAL REQUIREMENTS: None



YEAR 7 MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

ASSESSMENT

- Tests
- Investigations
-

SPECIAL REQUIREMENTS: Scientific Calculator Required

YEAR 8 MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They also deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator Required

ASSESSMENT

YEAR 9 MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain the similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources.

They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.

They sketch linear and non-linear relations.

Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.

They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

- Three tests and one investigation

SPECIAL REQUIREMENTS: Scientific Calculator Required

ASSESSMENT

Learning Together, Achieving Together



YEAR 7 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science:

- Biology: classification and interactions between living things.
- Chemistry: mixtures and separation techniques.
- Earth and space science: cycles of the Sun, Moon and Earth and renewable and non-renewable energy.
- Physics: Forces (space and objects).

Students show understanding between science and society by:

- Describing situations where scientific knowledge has been used to solve a real-world problem.
- Explain possible implications of the solution for different groups in society.

Students display science inquiry skills by:

- Identifying questions that can be investigated scientifically.
- Plan fair experimental methods.
- Identify variables.
- Select equipment that improves fairness and accuracy.
- Describe how they considered safety.
- Draw on evidence to support their conclusions.
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.

ASSESSMENT

Assessment for year 7 science can include:

- Practicals
- Persuasive essays
- Group presentations
- Research tasks
- Tests

SPECIAL REQUIREMENTS: None

YEAR 8 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science:

- Biology: cells and multicellular organisms.
- Chemistry: properties of matter and chemical changes.
- Earth and space science: rocks and their formation.
- Physics: different forms of energy.

Students show understanding between science and society by:

- Examining the different science knowledge used in occupations.
- Look at how evidence has led to an improved understanding of a scientific idea.

Students display science inquiry skills by:

- Describe situations in which scientists collaborated to generate solutions.
- Reflect on the implications of these solutions for different groups in society.

Students display science inquiry skills by:

- Identifying questions and problems.
- Consider safety and ethics when planning investigations.
- Design experimental methods.
- Identify variables.
- Construct representations of their data.
- Analyse patterns and trends, and use these when justifying their conclusions.
- Explain how modifications to methods could improve the quality of their data.

ASSESSMENT

Assessment for year 8 science can include:

Learning Together, Achieving Together

- Research tasks
- Interactive assignments
- Practicals
- Persuasive essays
- Tests

SPECIAL REQUIREMENTS: None

YEAR 9 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science:

- Biology: multicellular organisms and ecosystems.
- Chemistry: atoms and chemical reactions.
- Earth and space science: plate tectonics.
- Physics: energy transfer.

Students show understanding between science and society by:

- Describing social and technological factors that have influenced scientific developments.
- Predict how future applications of science and technology may affect people's lives.

Students display science inquiry skills by:

- Design questions that can be investigated using a range of inquiry skills.
- Design methods that include accurate measurement of variables and systematic collection of data.
- Describe how they considered ethics and safety.
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results.
- Analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.

ASSESSMENT

Assessment for year 9 science can include:

- Practicals
- Research tasks
- Persuasive essays
- Tests

SPECIAL REQUIREMENTS: None

SENIOR LEADERS

MS KRISTEN MASTERS
Principal

MS SUE SHEPHERD
Deputy Principal

MR PAUL DORIAN
Head of Middle School

MS SHAYNANNE HARRISON
Curriculum & Pedagogy

CURRICULUM LEADERS

MS SHARI BRAY
HASS and Research Project

MR JAMIE BROADHURST
Digital Technologies and STEM

MS CHEVONNE CRAKER
Technology

MS EMILY FAULKNER
Aboriginal Education & EALD

MR COREY OTTEY
Health and Physical Education

MS BELINDA PARR
The Arts

MR MARIN POLJAK
English/Literacy & LOTE

MR MATT SCHERWITZEL
Maths & Numeracy

MS BETHANY SCHLEIN
Science

OUR LOCATION

32-58 SMITH ROAD
SALISBURY EAST
SOUTH AUSTRALIA 5109

PHONE AND FAX

+61 8 8258 2070

+61 8 8250 3733

EMAIL

dl.1011.info@schools.sa.edu.au

<https://sehs.sa.edu.au/>