

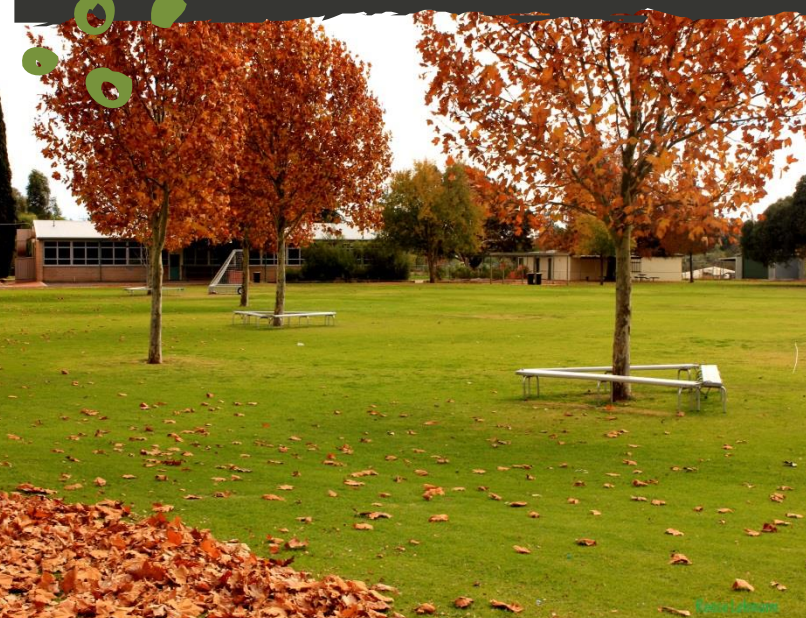


GLOSSOP HIGH SCHOOL

MIDDLE CAMPUS

CURRICULUM HANDBOOK

2019





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Welcome

Welcome to the 2019 subject selection process. This Curriculum Handbook will be your point of reference as you go through each stage of this very important process.

It is essential that you choose subjects that:

- Suit your learning ability and interests
- Lead to an appropriate higher level of study, which will, in turn, lead to an appropriate life pathway
- You can enjoy
- Are compliant with the requirements of the Australian Curriculum

Various people can assist you in this process. They include:

- Parents/Carers
- Home Group Teachers
- Learning Area Coordinators
- Deputy Principal, Assistant Principal, Student Wellbeing Leaders

Please read this booklet carefully so you make decisions based on accurate information. Do not hesitate to seek advice as this is a very important process for you!

Emily Griggs
Principal



The Australian Curriculum

The Australian Curriculum is designed to teach students the skills to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life.

Students develop knowledge and skills in eight learning areas during Years 8-10

The Learning Areas are:

- English
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- Languages
- Mathematics
- Science
- Technologies
- The Arts

In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation. Students also have opportunities to make choices about their learning and to specialise in areas of interest.

The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.

If you would like to find out more information about the Australian Curriculum visit their webpage at www.australiancurriculum.edu.au



Year 8 Curriculum Pattern

Students in Year 8 are required to study 14 Semester units for the year. These are made up of both compulsory and choice subjects.

Year 8 Curriculum Pattern		
English	2 Semester Units	<u>Subject Descriptors</u> You can find content descriptors for each of the indicated subjects in this Curriculum Handbook. If you still require more information please feel free to contact the school and speak to the appropriate Learning Area Coordinator.
Mathematics (ISAM)*	2 Semester Units	
Science (ISAM)*	2 Semester Units	
Geography	1 Semester Unit	
History	1 Semester Unit	
HPE	2 Semester Unit	
Languages (Choice of 3)	1 Semester Unit	
The Arts (Choice of 4)	2 Semester Unit	
Technologies	1 Semester Unit	

Please Note - It is important to understand that current staffing levels do **NOT** allow us to guarantee that any particular subject will be able to be followed through to SACE Stage 2.

*Please Note ISAM is Integrated Science & Mathematics.



Year 8 Subject Choices

Making Your Choices

There are a number of options for Students to choose from. It is recommended that Students and Families read the individual course descriptors within this Curriculum Handbook carefully before choosing a Choice Subject.

Compulsory Subjects

English	2 Semester Units
Mathematics (ISAM)	2 Semester Units
Science (ISAM)	2 Semester Units
Geography	1 Semester Unit
History	1 Semester Unit
HPE (Including Home Ec)	2 Semester Unit

Languages	1 Semester Unit
<i>Choose one of – Greek, SAASTA or Spanish</i>	
The Arts	2 Semester Unit
<i>Choose one of – Drama, Media Arts, Music or Visual Arts</i>	
Technologies	1 Semester Unit

Choice Subjects

Students are to choose **one** subjects from the following list, but the choices cannot be a subject that has already been chosen.

Drama	1 Semester Unit
Greek	1 Semester Unit
Visual Arts	1 Semester Unit
Media Arts	1 Semester Unit

Music	1 Semester Unit
Spanish	1 Semester Unit
SAASTA Connect	1 Semester Unit
(ATSI students only)	



Year 9 Curriculum Pattern

Students in Year 9 are required to study 14 Semester units for the year. These are made up of both compulsory and choice subjects.

Year 9 Curriculum Pattern		
English	2 Semester Units	<u>Subject Descriptors</u> You can find content descriptors for each of the indicated subjects in this Curriculum Handbook. If you still require more information please contact your Home Group Teacher or the appropriate Learning Area Coordinator.
Mathematics	2 Semester Units	
Science	2 Semester Units	
Geography	1 Semester Unit	
History	1 Semester Unit	
HPE (Choice of 3)	2 Semester Unit	
The Arts (Choice of 5)	1 Semester Unit	
Technologies (Choice of 5)	1 Semester Unit	
Choice Subject 1	1 Semester Unit	
Choice Subject 2	1 Semester Unit	

Please Note - It is important to understand that current staffing levels do **NOT** allow us to guarantee that any particular subject will be able to be followed through to SACE Stage 2.



Year 9 Subject Choices

Making Your Choices

There are a number of options for Students to choose from. It is recommended that Students and Families read the individual course descriptors within this Curriculum Handbook carefully before choosing a Choice Subject.

Compulsory Subjects

English	2 Semester Units
Mathematics	2 Semester Units
Science	2 Semester Units
Geography	1 Semester Unit
History	1 Semester Unit
HPE	2 Semester Unit

All students will do HPE A but will choose one of HPE B or Health

The Arts	1 Semester Unit
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Choose one of – Drama, Media Arts, Music or Visual Arts

Technologies	1 Semester Unit
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Choose one of – Digital Technologies, Food & Nutrition, Food Technology, Technology A or Technology B

Choice Subjects

Students are to choose **two** subjects from the following, but the choices cannot be a subject that has already been chosen.

Agriculture A	1 Semester Unit
Agriculture B	1 Semester Unit
Digital Technologies	1 Semester Unit
Drama	1 Semester Unit
Food & Nutrition	1 Semester Unit
Food Technology	1 Semester Unit
Greek	1 Semester Unit
Health	1 Semester Unit
SAASTA Connect	1 Semester Unit

Media Arts	1 Semester Unit
Music	1 Semester Unit
Music (year 9/10)	1 Semester Unit
Physical Ed	1 Semester Unit
Spanish	1 Semester Unit
Technology A	1 Semester Unit
Technology B	1 Semester Unit
Visual Arts	1 Semester Unit



Year 10 Curriculum Pattern

Students in Year 10 are required to study 14 Semester units for the year. These are made up of both compulsory and choice subjects. All Year 10 students will undertake the Personal Learning Plan (PLP). The PLP is a compulsory subject of the South Australian Certificate of Education (SACE).

Year 10 Curriculum Pattern		
English	2 Semester Units	<u>Subject Descriptors</u> You can find content descriptors for each of the indicated subjects in this Curriculum Handbook. If you still require more information please contact your Home Group Teacher or the appropriate Learning Area Coordinator.
Mathematics (Choice of 2)	2 Semester Units	
Science	2 Semester Units	
History	1 Semester Unit	
HPE (Choice of 5)	1 Semester Unit	
Personal Learning Plan	1 Semester Unit	
The Arts (Choice of 6)	1 Semester Unit	
Technologies (Choice of 6)	1 Semester Unit	
Choice Subject 1	1 Semester Unit	
Choice Subject 2	1 Semester Unit	
Choice Subject 3	1 Semester Unit	

Please Note - It is important to understand that current staffing levels do **NOT** allow us to guarantee that any particular subject will be able to be followed through to SACE Stage 2.

Year 10 Subject Choices

Making Your Choices

There are a number of options for Students to choose from. It is recommended that Students and Families read the individual course descriptors within this Curriculum Handbook carefully before choosing a Choice Subject.



Compulsory Subjects

English	2 Semester Units
Mathematics	2 Semester Units
Science	2 Semester Units
History	1 Semester Unit
HPE	1 Semester Unit
PLP	1 Semester Unit

The Arts	1 Semester Unit
<i>Choose one of – Drama, Design, Media Arts, Music or Visual Arts</i>	

Technologies	1 Semester Unit
<i>Choose one of – Child Studies, Digital Tech, Food & Nutrition, Food Technology, Metalwork or Woodwork</i>	

Choice Subjects

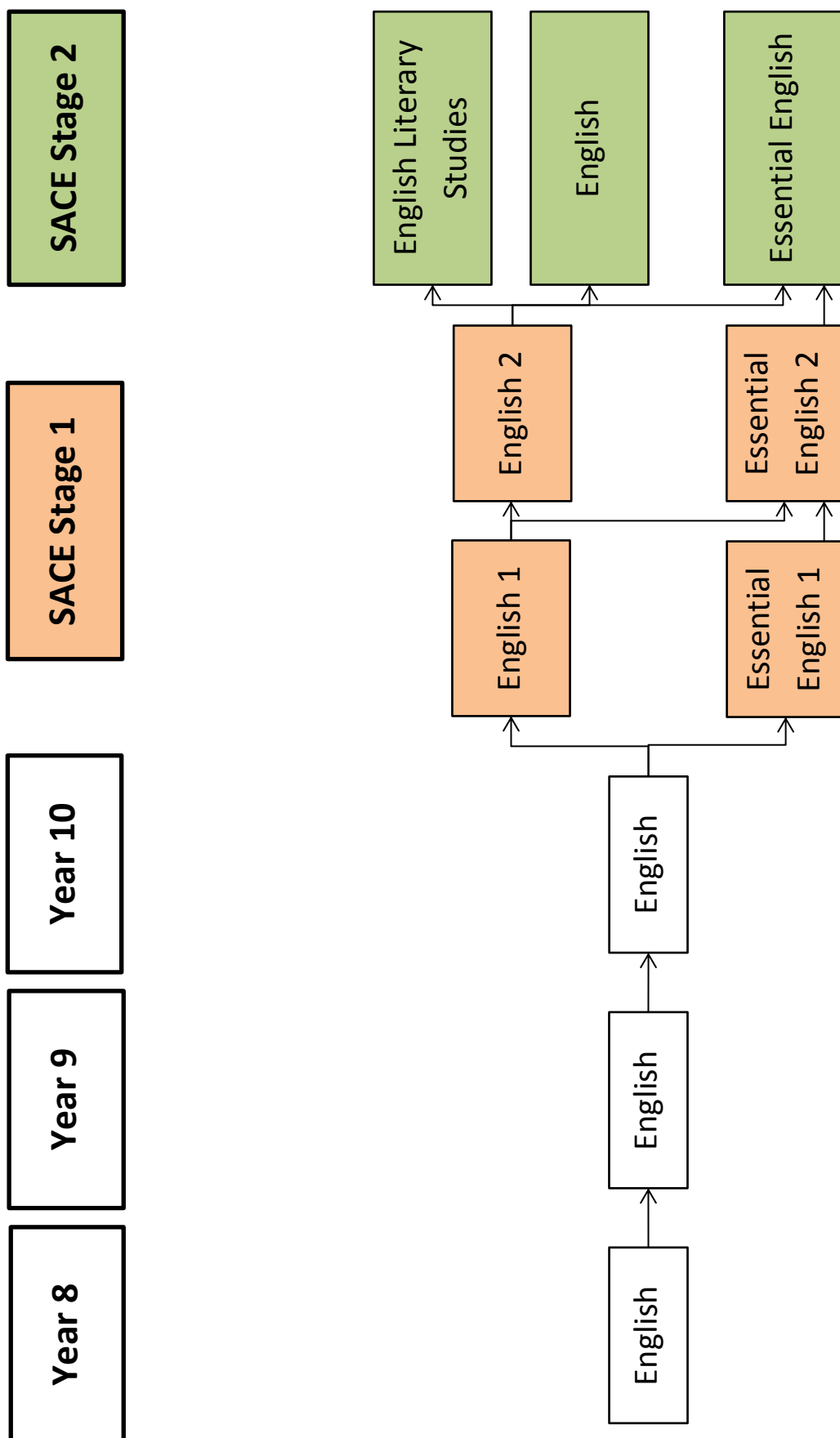
Students are to choose **three** subjects from the following, but the choices cannot be a subject that has already been chosen.

Agriculture A	1 Semester Unit
Agriculture B	1 Semester Unit
Child Studies	1 Semester unit
Design	1 Semester Unit
Digital Technologies	1 Semester Unit
Drama	1 Semester Unit
Eco Geography	1 Semester Unit
Food & Nutrition	1 Semester Unit
Food Technology	1 Semester Unit
Greek	1 Semester Unit
Health	1 Semester Unit
Healthy Minds/Bodies	1 Semester Unit

Media Arts	1 Semester Unit
Metalwork	1 Semester Unit
Music	1 Semester Unit
Music (year 9/10)	1 Semester Unit
Outdoor Ed	1 Semester Unit
Physical Ed	1 Semester Unit
SAASTA	1 Semester Unit
Spanish	1 Semester Unit
Visual Arts	1 Semester Unit
Women's Study	1 Semester Unit
Woodwork	1 Semester Unit



English – Flow Chart



It is strongly recommended that students who would like to pursue a University Pathway undertake either English Literary Studies or English at a SACE Stage 2 level. Students who are intending or thinking about studying interstate must complete English Literary Studies or English at SACE Stage 2



English

Year 8 – English – 2 Semester Units

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language for effect. When creating and editing texts, they take into account intended purposes and the needs and interests of the audience. They demonstrate an understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Learning units studied include Biography Writing, Poetry, Consumerism, Resilience, Debating and Fiction Writing as well as ongoing skill development in reading and language. All Year 8 students are involved in our library based reading program – Drop Everything and Read.

Year 9 – English – 2 Semester Units

By the end of Year 9, students analyse the way that text structures can be manipulated for effect. Students understand how to use a variety of language features to create different levels of meaning.

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 to contribute to the precision and persuasiveness of texts and use accurate spelling and punctuation.

Learning units covered at Year 9 include Journalism, Life Stories, Poetry, Folklore, I Have an Opinion in addition to film and novel studies and continual reading and language skill development.

Year 10 – English – 2 Semester Units

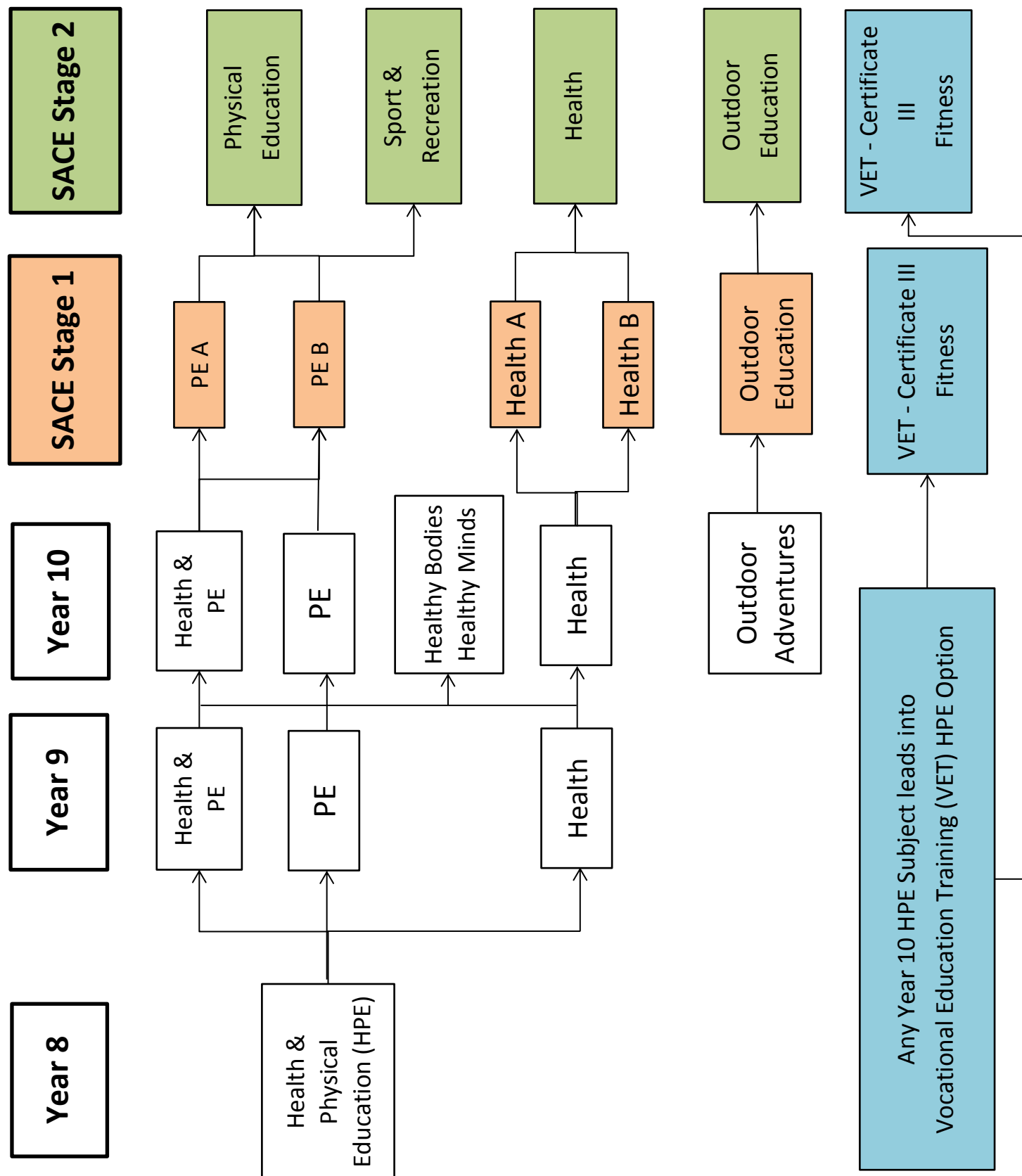
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Students explore units of learning associated with conflict, bias and 'A World Outside My Own'. Other units studied include Risk Taking, Relationships and Representation of Youth, 50 Word Stories, Poetry and Different Ways to Protest. Students will be exposed to a range of familiar and unfamiliar texts, with a focus on continual skill and language development.



Health and Physical Education – Flow Chart





Health and Physical Education

Year 8 – Health & Physical Education – 2 Semester Unit

(Involving 1 semester of Home Economics)

Students will investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. Students will develop their transferrable skills through a thematic based approach in practical lessons. Theory lessons will focus on relationships and sexual health based around the SHine SA curriculum as well as the Australian Curriculum. Students will participate in 1 term of Home Economics during semester 2 with a focus on food and nutrition.

Year 9 – Health & Physical Education – 1 Semester Unit Compulsory

In this course students learn to apply health and physical activity to maintain healthy and active lifestyles. Theory lessons will focus on relationships and sexual health education based around the Year 9 SHine SA course, mental health and well-being and drug education in accordance with the Australian Curriculum. Students will learn to apply specialised movement skills, complex movement strategies and concepts in a variety of thematic based practical situations. Students will analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. This course focuses on providing opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Year 9 Physical Education – 1 Semester Unit

Students learn to apply specialised movement skills and complex movement strategies and concepts in different movement environments through a thematic approach. Students will consolidate personal and social skills through participating in a variety of thematic based game. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students are provided opportunities to develop personal and social skills with a focus on leadership, teamwork and collaboration in a range of physical activities.

Year 9 Health – 1 Semester Unit

Students will focus on issues affecting adolescents, through participation in brainstorming sessions, group discussions, individual and team investigations. Through participation in this course students will gain a better understanding of self, the power within relationships, risk factors in adolescents and managing choices in their lives. There will be practical lessons to further develop movement skills and leadership.

Year 10 – Health & Physical Education – 1 Semester Unit Compulsory

In this course students learn to apply health and physical activity to maintain healthy and active lifestyles. Theory lessons will focus on relationships and sexual health education based around the Year 10 SHine SA course. Specific focuses on mental health, well-being and drug education which align with the Australian curriculum. Students will learn to apply specialised movement skills, complex movement strategies and concepts in a variety of thematic based practical situations. This course focuses on providing opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.



Year 10 Physical Education – 1 Semester Unit

Students learn to apply specialised movement skills and complex movement strategies and concepts in different movement environment. Students will develop personal and social skills through participating in a variety of games based activities. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students are provided opportunities for specific development of leadership, communication and teamwork within a range of physical activities. This course is designed to cater for those students considering Stage 1 SACE PE.

Year 10 Health – 1 Semester Unit

Students will focus on issues affecting adolescents, through participation in brainstorming sessions, group discussions, individual and team investigations. Through participation in this course students will gain a better understanding of self, the power within relationships, risk factors in adolescents and managing choices in their lives. There will be practical lessons to further develop movement skills and leadership. This course is designed to cater for those students considering Stage 1 SACE Health.

Year 10 – Outdoor Adventure – 1 Semester Unit

Students will be introduced to a variety of outdoor activities (may include; orienteering, bushwalking, kayaking, teambuilding/leadership challenges and high ropes) and will plan and prepare for camps through practical and theoretical methods. This course will require students to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging outdoor situations. This subject will build skills required for Stage 1 SACE Outdoor Education.

Please Note: Students must be prepared to attend camps/outdoor activities if required. These activities will likely incur a cost and may happen outside of school time.

Year 10 - Healthy Bodies, Healthy Minds - 1 Semester Unit

Having positive mental health plays a significant part in learning and development. Healthy Bodies Healthy Minds is specifically designed to help students to identify and then work towards satisfying their mental and physical needs. Students will be given the opportunity to learn about, and then develop skills to support them in stress management and self-regulation, developing relationships, building stamina and improving motivation, forming positive emotions and learning about their own strengths to become active and well-rounded members of society. Assessment is based on the Australian Curriculum Achievement Standards and students will demonstrate their learning through a range of hands on, practical and collaborative tasks and will be asked to reflect on their development throughout.



Glossop Houses

Glossop High Schools four Houses; Hughes, McIntosh, Parkes and Deakin were created by the school's first principal, W.M.B. Symonds in 1941. The house competition has remained a vital part of the school's history. Glossop High School's Swimming, Athletics and Cross Country Carnivals have continued to be strong competitions based around the house system. House Leaders are elected each year and have representatives from both the Middle and Senior Campuses. There are now strong community affiliations because of long standing tradition in the school and the placement of students in the same house as previous family members.

DEAKIN

PARKES

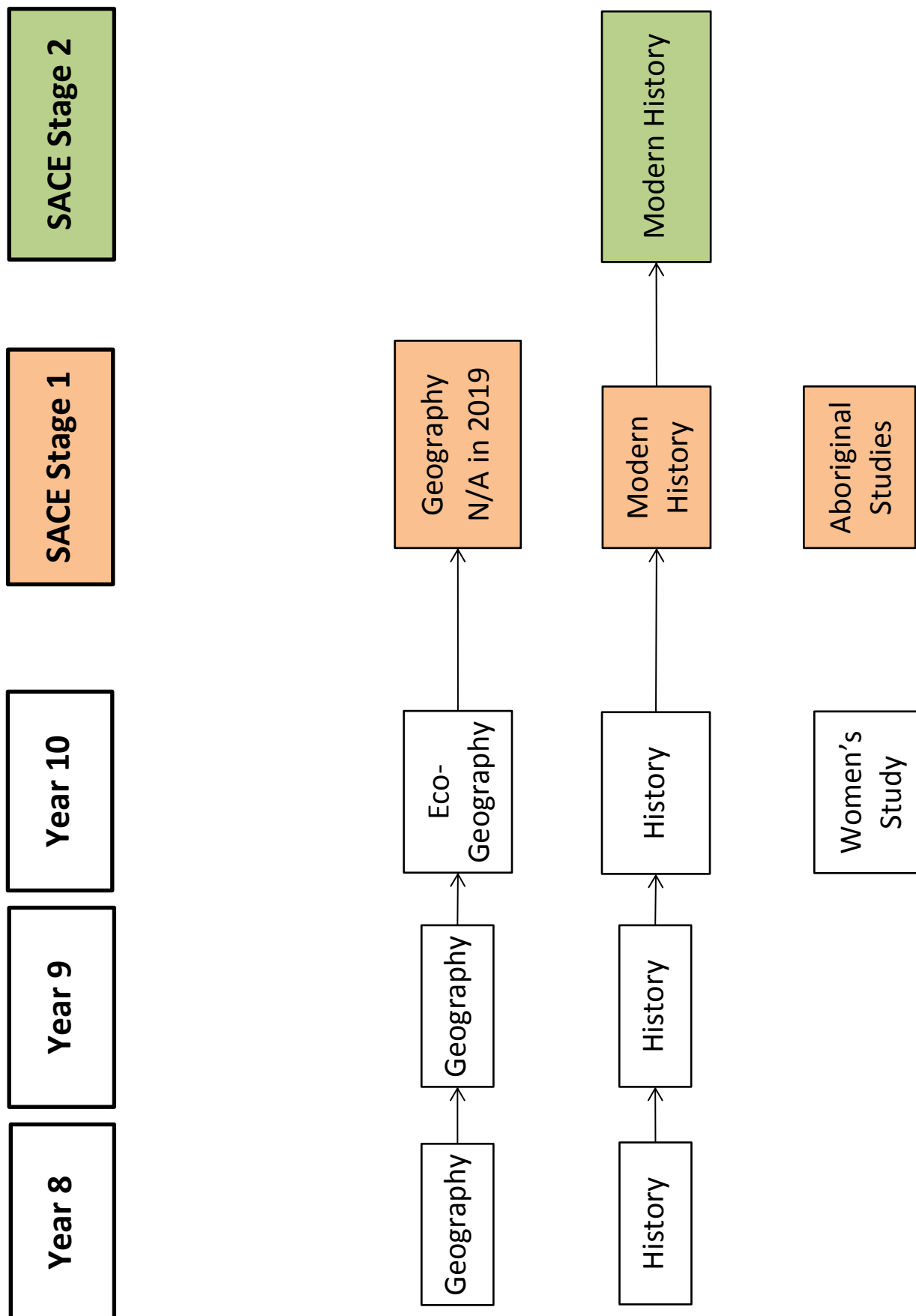
MCINTOSH

HUGHES





Humanities and Social Sciences – Flow Chart





Humanities and Social Sciences

Year 8 – Geography – 1 Semester Unit

Students will study the nature of landscapes, the forces, processes and factors which shape them physically, as well as people's perceptions, and how landscapes are modified and managed.

Students will also study the geographical concepts of place and space, beginning with the student's experience of daily life and developing into an investigation of what makes a community. Students will understand how perceptions can be challenged and characteristics of places can be changed through planning and direct action.

Year 8 – History – 1 Semester Unit

Students will study Medieval Europe, The Black Death and Shogunate Japan. They will complete a range of different assessment tasks including: Source Analysis, Essays, Narratives and Short Answer Questions. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries

Year 9 – Geography - 1 Semester Unit

Students will examine the personal and global patterns of food production and consumption, the impact of food production on the environment and the potential impact that environmental issues have on food security.

Year 9 – History – 1 Semester Unit

Students will study the nature of Australia's connections with the world (with particular emphasis on social and economic connections) and the positive and negative impacts of these connections.

Students will study The Industrial Revolution, Movement of Peoples and World War One. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.



Year 10 – Eco-Geography – 1 Semester Unit

Students will have the opportunity to use their geographical thinking, skills and technological tools to examine environmental challenges that will affect their future lives, and to find out how geography contributes to the understanding and management of these challenges.

In Eco-Geography students study the basic aspects of tourism, such as the cultural, social and economic importance of travel. Students will look specifically at sustainable development, environmental issues, the movement of people and the reasons why people travel. The practical aspects of ecotourism consist of planning trips and fieldwork on local tourist attractions.

Students will understand the nature of well-being around the world and how it can be measured. Spatial characteristics of well-being and the factors that influence it, area used to investigate programs that address issues of well-being.

Year 10 – History – 1 Semester Unit

Students will study World War Two, Human Rights and Popular Culture. By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Year 10 – Women's Study – 1 Semester Unit

In Women's Studies, students look at the world from the perspectives of women in the past, present and future. Students examine the diversity of women's experiences and their relationships to others. Topics covered include women's achievements, struggles and empowerment, how women are represented in the media, women's changing, increasing and varying roles in all areas of life, their rights, roles and responsibilities in different cultures worldwide, as well as a focus on women's health and wellbeing. Students will consider other women's lives and experiences analyse media texts to unpack representations of women in mainstream media. Students will come to understand the difference between the terms gender and identity and how society plays a part in our understanding of these terms. In Women's Studies students will develop and use a variety of skills throughout the subject such as reading, writing, viewing, discussing, debating, analysing and reviewing texts and sources, communicating their ideas in a variety of ways and contrasting and comparing others world experiences to their own. Women's study is a subject offered to both males and females alike.



History of Glossop High School

Glossop High School recognises Aboriginal and Torres Strait Islander peoples as the First Australians and the traditional custodians of the land our school is built upon. For 50,000 years Aboriginal people have lived on this land. The Riverland is the land of the First Peoples of the Murray and Mallee and is made up of seven distinct cultural groups: Ngawait, Nganguruku, Erawirung, Ngaralte, Ngarkat, Ngaiawang and Ngintait.

Glossop High Schools origins commence with that generation of pioneers who arrived in Berri, Barmera and adjacent districts in the period surrounding World War I. Following World War I, most of the burden of soldier settlement, supposedly a Commonwealth responsibility fell upon the States. Pioneering families were confronted with a range of immediate problems including lack of housing, poor transport and a dearth of retail, medical and civic facilities as well as an isolation which many found mentally crippling. Certainly one of the earliest Memories of early Glossop High School students is that of 'Blockers' using horses and drays to transport harvests to wineries and fruit factories. By the late 1920's the construction of the Riverland Locks was all but complete. Never again would South Australian river developments be threatened with denial of that most basic of commodities, water.

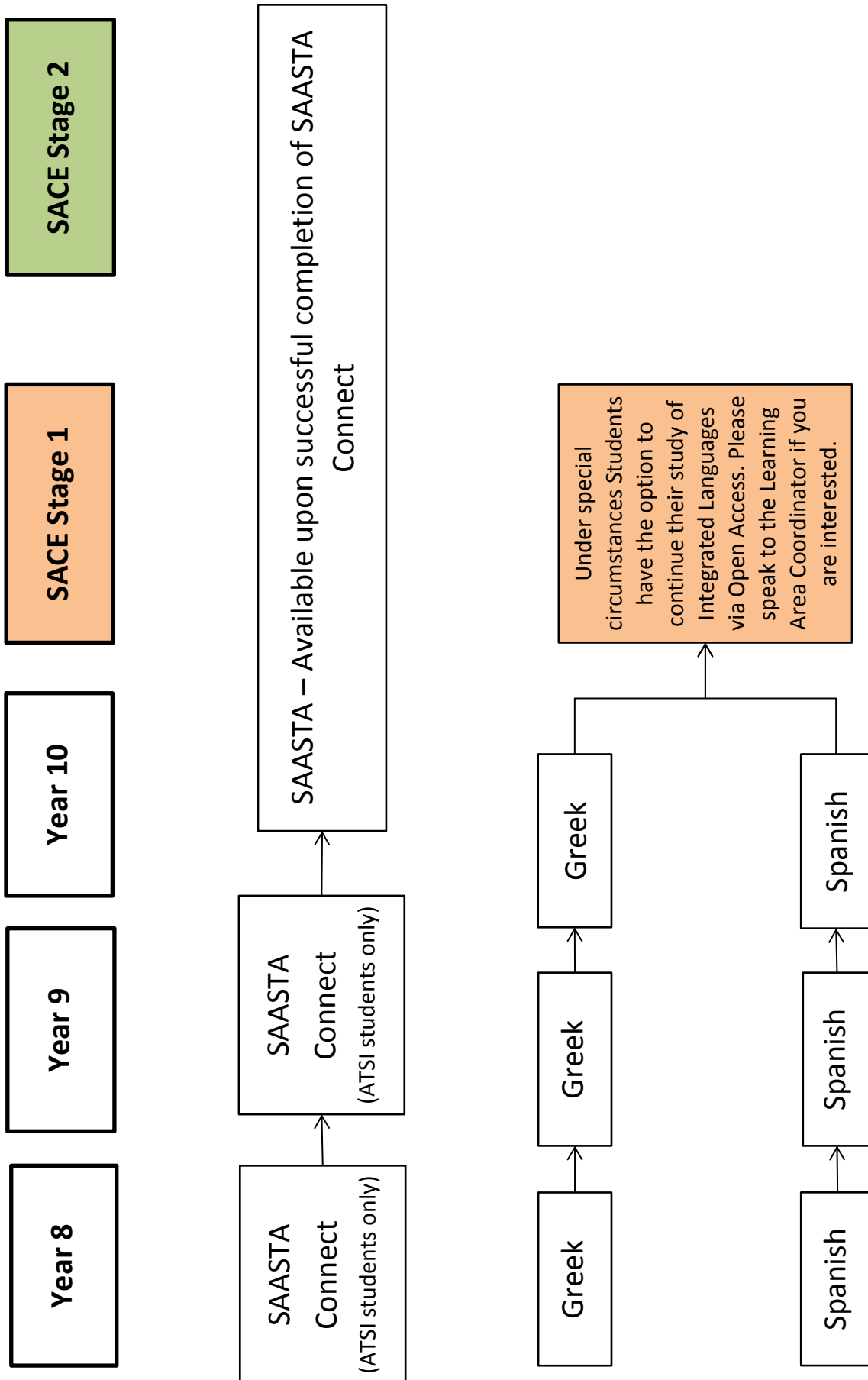
Yet just when the worst struggles of the early settlers of the Berri-Barmera district seemed to be a matter of the past, the entire Riverland was subject to a natural disaster, the so called "Big Freeze" of 1927 during which nearly the entire harvest was lost and over two years elapsed before holdings recovered but by that time the nation was in the grip of the Great Depression.

The Berri-Barmera districts pioneering settlers were the people who, having overcome the tribulations, hardships and crushing reverses of the past twenty years were to unite to press for access to quality secondary education for their children in the Riverland. This determination and spirit which resulted in the birth of Glossop High School in 1941.





Languages – Flow Chart





Languages

The following languages are offered at Glossop High School

Greek

SAASTA (ATSI students only)

Spanish

Year 8 – Languages – 1 Semester Unit

Year 8 introduces students to the language and culture of the chosen language. Subjects are taught through a series of topics which are based on the Australian Curriculum and include the key strands of Communicating and Understanding. Assessment is based on the Australian Curriculum Achievement Standards. Students will be given the opportunity to participate in a wide range of cultural activities.

Year 9 – Languages – 1 Semester Unit

Year 9 continues with the study of the language and culture of the chosen language. Subjects are taught through a series of topics which are based on the Australian Curriculum and include the key strands of Communicating and Understanding. Assessment is based on the Australian Curriculum Achievement Standards. Students will be given the opportunity to participate in an excursion to Adelaide to enhance their understanding of the chosen language and culture.

Year 10 – Languages – 1 Semester Unit

Year 10 continues with the study of the language and culture of the chosen language. Subjects are taught through a series of topics which are based on the Australian Curriculum and include the key strands of Communicating and Understanding. Assessment is based on the Australian Curriculum Achievement Standards. Students will be given the opportunity to participate in an excursion to Adelaide to enhance their understanding of the chosen language and culture.

Languages – International Program

Students at Glossop High School have the opportunity to become involved in a number of International Programs. Each year early in term 3, students from our sister school, Kyoai Gakuen Junior High School, Japan visit our school. Glossop High School students have the opportunity to host students and to become involved in the cultural exchange. Students from European countries also visit during term 3 on a short term basis and can be hosted through International Exchange Organisations. As well Glossop High hosts a number of long term exchange students from different countries.

Glossop High School provides opportunities for students to travel to Japan and Spain as part of our language programs. Students are able to live with local families, attend school and visit many famous tourist attractions. This greatly benefits the development of language skills and cultural understanding.



SAASTA Connect

(Years 8 and 9)

SAASTA has recently created the SAASTA Connect program for students in Year 8 and 9. Aboriginal and Torres Strait Islander students in choose to be involved in the SAASTA connect program. One aim of the program is to act as a pre-entry engagement and incentive program to the SAASTA Academy already operating in the school.

Curriculum

The SAASTA Connect program runs for the first semester and is broken up into lessons. A key component of the program is the opportunity for schools to use local agencies and their resources to compliment the delivery of sessions in schools. SAASTA staff create learning materials that are delivered by selected teachers and Aboriginal workers in the Academy schools. Curriculum materials are aligned to the Australian Curriculum Framework. Year 9 SAASTA Connect Students will undertake the Duke of Edinburgh's International Award (Bronze) as part of their 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. Students will be rewarded for their success with an invitation to Port Adelaide Football Club to undertake sporting activities. There will also be the opportunity to attend a cultural camp rewarding students who achieve their behavioural and academic goals and meet the outlined student expectations.

All Aboriginal and Torres Strait Islander students attending Glossop in 2019 are encouraged to participate in the SAASTA Connect program. In 2019 SAASTA Connect will be aligned to languages within the Australian Curriculum.

Riverland SAASTA Academy (Year 10-12)

This program is for Aboriginal and Torres Strait Islander students only. All subjects count toward the attainment of the SACE. Typically students are enrolled to study two 10 credit semester long subjects, the 'Aboriginal Power Cup' (APC) and the 'SAASTA Shield'. Students that complete the Year 10 Course may continue into Stage 1 the following year with differing assessment tasks. Students in Year 11 or 12 also have an opportunity to study a 'Certificate III in Sport and Recreation'.

Interested students are invited to attend an information session in Term 3 when they will receive a SAASTA application form. SAASTA curriculum is delivered in a structured and highly supported environment which includes the use of mentors, coaches, key teachers and industry experts. The Riverland SAASTA Academy is based at Glossop High School – Senior Campus in Berri and takes place every Thursday during the school year. For more information please visit: www.saasta.sa.edu.au



Personal Learning Plan

Year 10 - Personal Learning Plan – 1 Semester Unit

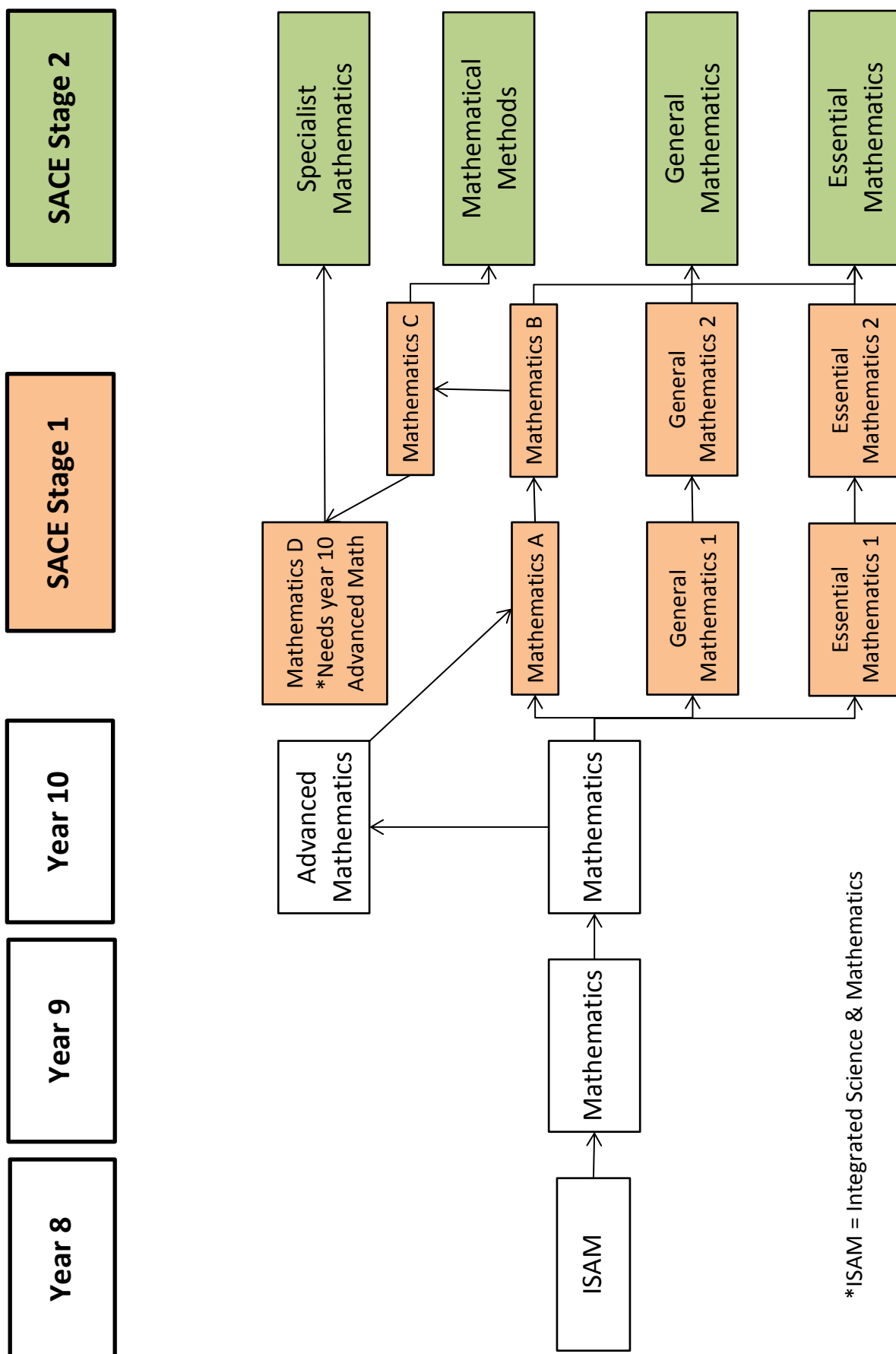
The PLP is a compulsory 10-credit subject undertaken at Stage 1. Students must achieve a C grade or better to complete the subject successfully and gain their SACE. The PLP helps students to: plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training. Students will engage in activities such as: selecting subjects, courses, and other learning relevant to pathways through and beyond school, investigating possible career choices and exploring personal and learning goals. Students will partake in a one week Work Experience placement.

Students completing work experience in 2018.





Mathematics – Flow Chart





Mathematics

Year 8 Integrated Science and Mathematics (ISAM) – 2 Semester Units

This is a new course to begin in 2019. Integrated Science and Mathematics (ISAM) replaces what was year 8 Science and year 8 Mathematics. Students will engage in an integrated approach to the two subjects completing term units that make connections to real world contexts. The curriculum will provide students with the opportunity to develop a range of skills including; problem solving, critical thinking, collaboration and team work while developing their understanding and knowledge of the Science and Mathematics topics. This course still covers all aspects of the Science and Mathematics curriculum content from the Australian Curriculum but will be taught to students as a more collaborative approach.

The Mathematics component of this course will cover topics including; Numbers and Algebra, Measurement and Geometry, and Statistic and Probability.

Year 9 – Mathematics – 2 Semester Units

Students will study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will develop an understanding of Mathematical concepts, develop fluency in Mathematical procedures, formulate and solve problems and develop the ability for logical thought and actions.

Year 10 – Advance Mathematics – 2 Semester Units

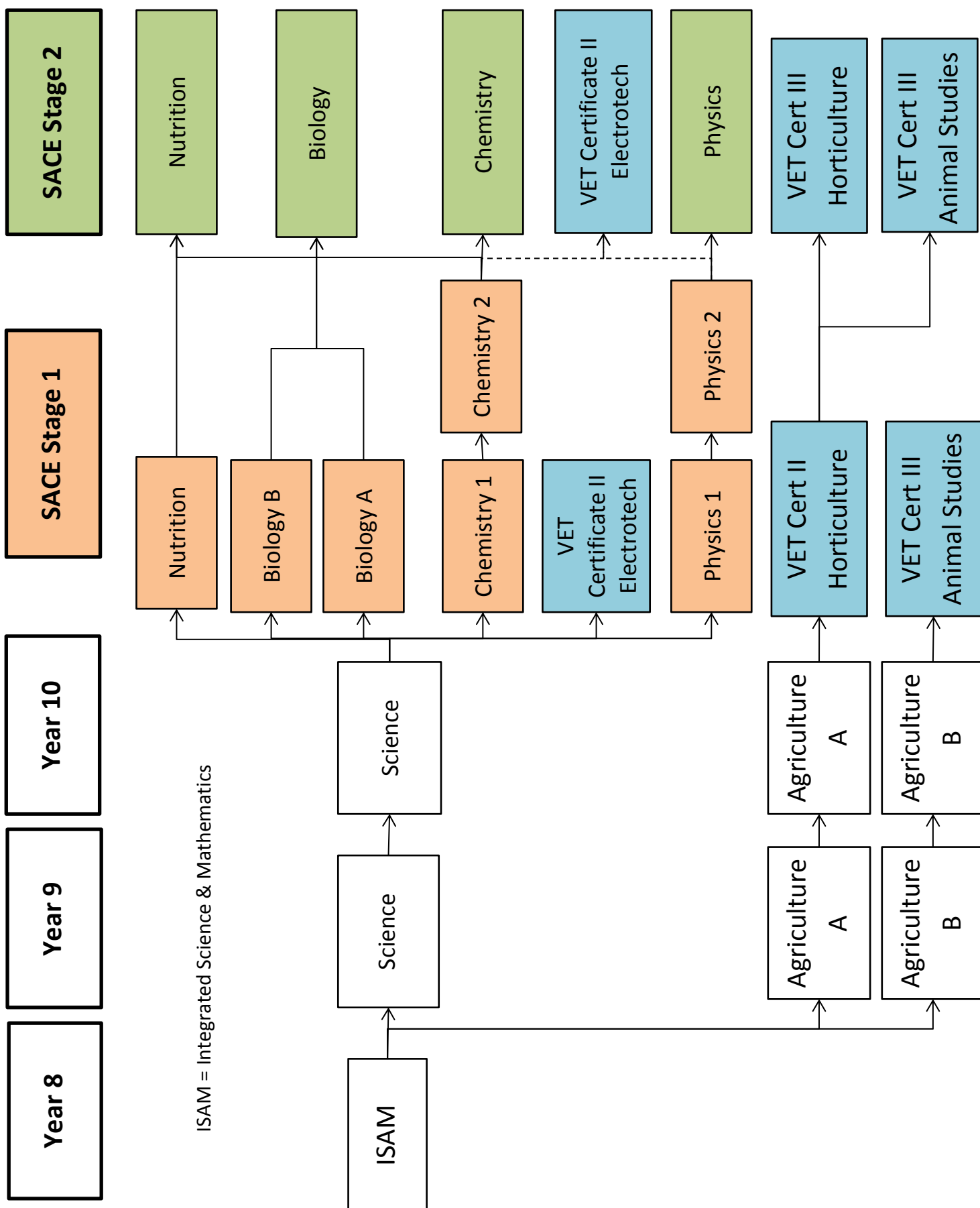
This Course is designed to be taken in conjunction with the Year 10 Mathematics Course. The course will consist of topics including Quadratics, Geometrical reasoning, Algebra and Trigonometry. It is designed as a way to give students greater depth of knowledge which will prepare them for Mathematics A, B C and D at Stage 1.

Year 10 – Mathematics – 2 Semester Units

Students will study a range of topics including Measurement, Finance, Trigonometry, Algebra, Chance and Statistics.



Science – Flow Chart





Science

Year 8 Integrated Science and Maths (ISAM) – 2 Semester Units

This is a new course to begin in 2019. Integrated Science and Mathematics (ISAM) replaces what was year 8 Science and year 8 Mathematics. Students will engage in an integrated approach to the two subjects completing term units that make connections to real world contexts. The curriculum will provide students with the opportunity to develop a range of skills including; problem solving, critical thinking, collaboration and team work while developing their understanding and knowledge of the Science and Mathematics topics. This course still covers all aspects of the Science and Mathematics curriculum content from the Australian Curriculum but will be taught to students as a more collaborative approach. The Science component of this course will cover topics including; Agriculture, Matter (atoms), Chemical changes, the Human Body, Cells, Energy and Rocks.

Year 9 – Science – 2 Semester Units

In Year 9, students will study topics related to Biology, Chemistry, Physics and Earth Science. Specific topics will include; Matter (atoms), Radioactivity, Energy, Waves, the Human Body, Microbes and Diseases, Ecosystems and Dynamic Earth. The Year 9 Science curriculum will continue to provide students with the opportunity to develop a range of skills including; problem solving, critical thinking, collaboration and team work while developing their understanding and knowledge of the Science topics. In 2020, Year 9 Integrated Science and Mathematics (ISAM) will be introduced to lead on from Year 8 ISAM.

Year 10 Science – 2 Semester Units

Year 10 Science is a full year of study structured around the disciplines: Biology, Chemistry, Physics and Earth Science. Students study the Australian Science Curriculum where they acquire knowledge and understanding of scientific concepts whilst exploring how and where they relate to everyday life. Students develop their inquiry skills and see how concepts, and related technologies, have been developed by scientists. Practical investigations allow students to discover or test theories by undertaking relevant experiments. Topics covered include; DNA and Genetics; Geological Time; Natural Selection and Evolution; The Periodic Table; Chemical Reactions; Global Systems; The Universe; Motion and Energy; and Structures. Students at Year 10 are highly encouraged to participate in the extra curricula Science programs, Science and Engineering Challenge and Science Investigation Awards to further develop their skills in Science.



Agriculture

Year 9 – Agriculture A – 1 Semester Unit

Students will have a practical approach to horticulture where they are able to establish and manage their own vegetable garden. Studies will include aspects of the successful growing of vegetables including weather/climate related considerations and growing organic vegetables. Intensive animal production in Australia will also be studied using egg laying hens as a focus, studying factors such as breeds of layers, nutrition, daily health, and husbandry requirements of chickens and hens.

Year 9 – Agriculture B – 1 Semester Unit

Factors affecting animal production and welfare will be undertaken using a practical approach. Students will consider how Workplace Health and Safety influence worker safety in Agricultural industries and strategies to market animal products in our society. Plant structures and functions relating to the requirements for successful plant production in a range of Australian climates will be studied. Students are given opportunities to obtain knowledge and understanding relevant to Primary Industries in Australia.

Year 10 – Agriculture A – 1 Semester Unit

Students will study sustainable practices and the ethical production and marketing of sheep, wool and lamb in Australia. Students will develop skills and knowledge in the handling of sheep as well as sheep husbandry and aspects of shearing and wool handling. Basic aspects of establishing an agricultural enterprise will be studied. Winter production of cereals including legumes and their relationship to the sheep production in Australia will be included. Cereal production including the structure and growth of a range of cereal plants as well as the techniques of sowing a range of cereals will be studied. The end use of a range of cereals will be researched.

Year 10 – Agriculture B – 1 Semester Unit

Students study the basic principles of successful horticulture production in the main production areas of Australia. The value of native plants in Australian agriculture and growing of native plants from seeds and cuttings will be a part of the practical work. Students will also learn about growth cycles and management of wine and table grapes in our local area. Techniques and practical management for successful production of local horticulture crops are an essential component of the course. A range of marketing strategies for Riverland produce will be studied.

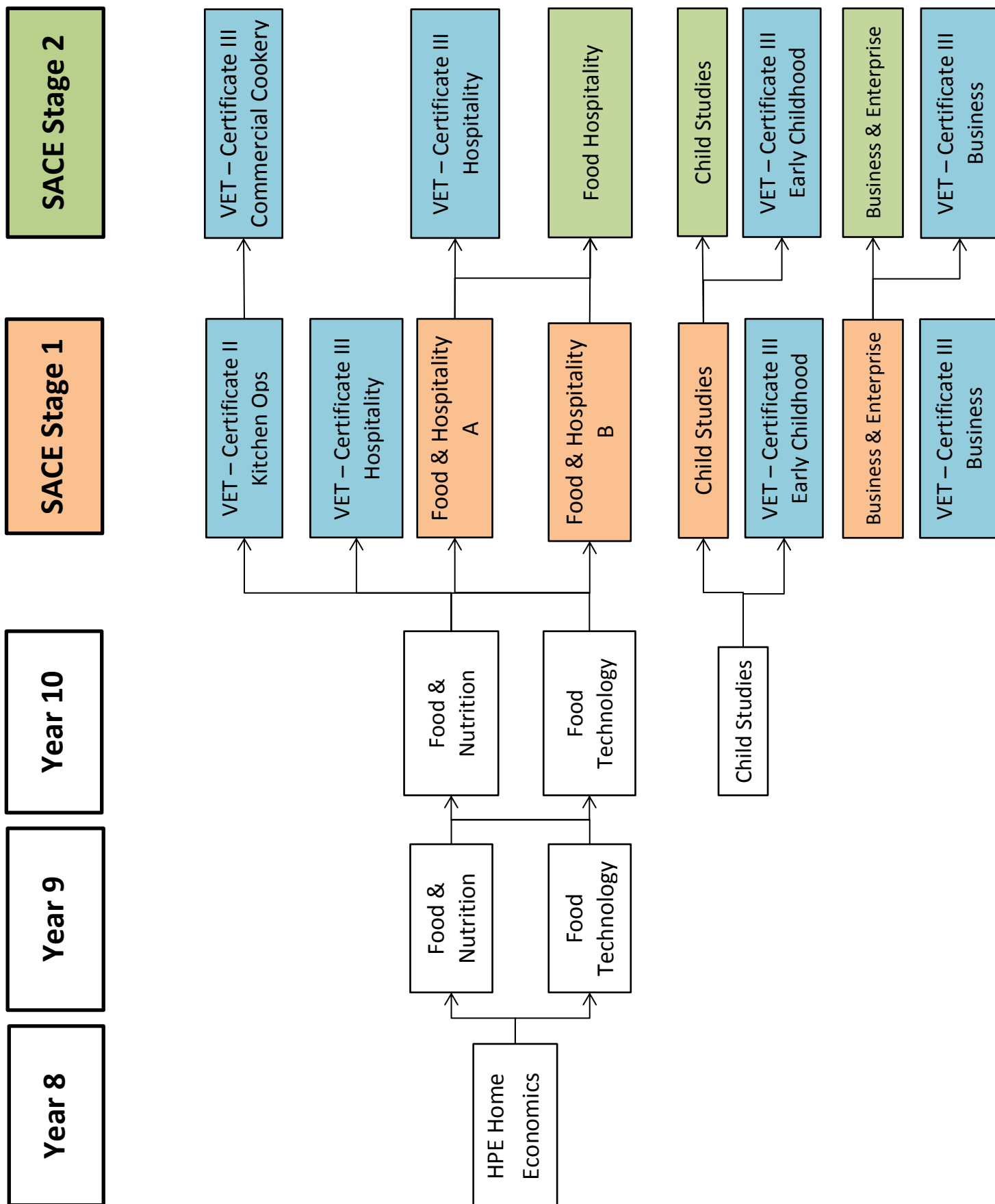


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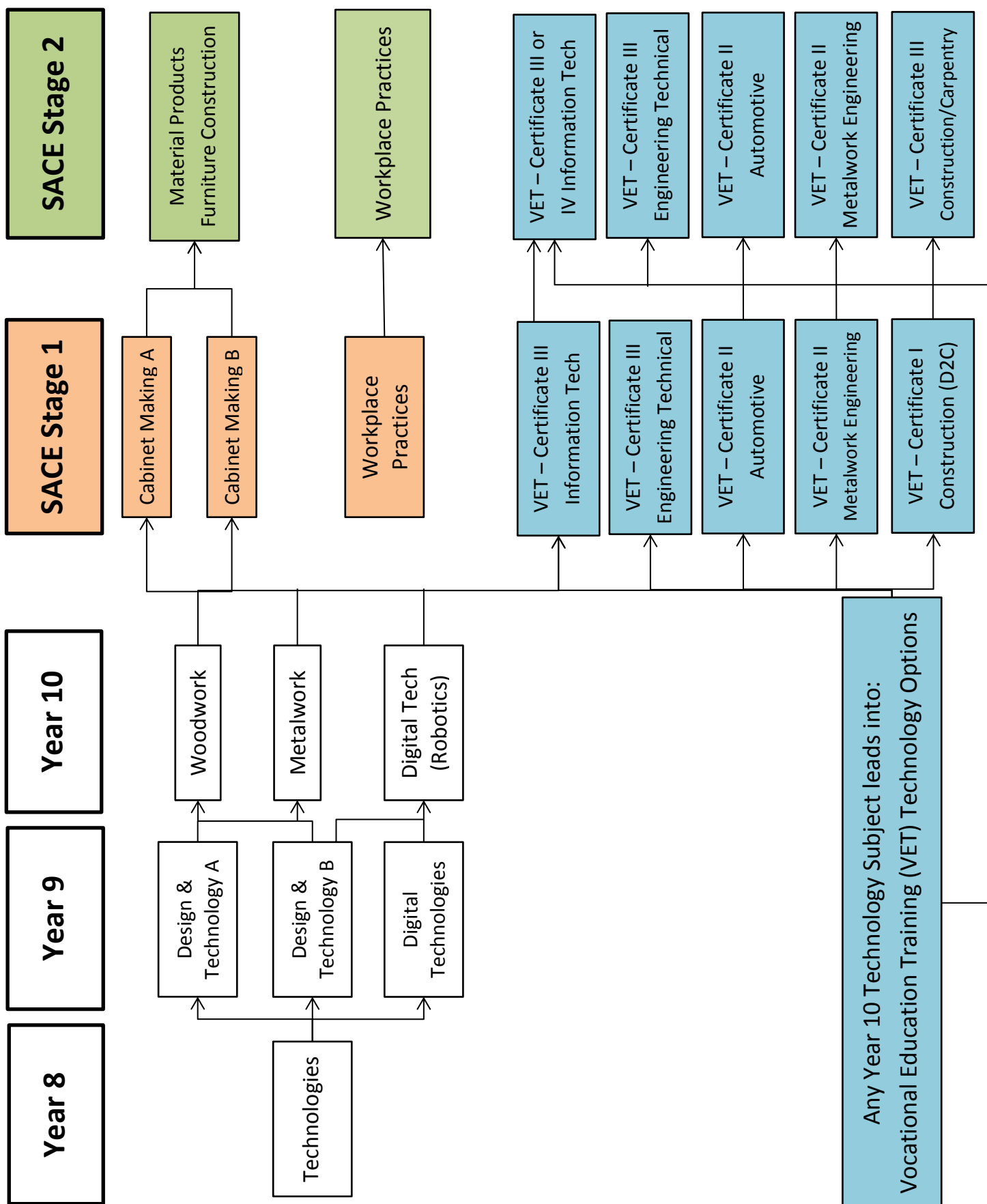


Technologies – Flow Chart





Technologies – Flow Chart Continued





Technologies – Design and Digital

Year 8 – Technologies – 1 Semester Unit

Students who choose this course will have an opportunity to develop skills in Woodwork, Metalwork, Computer Aided Design and 3D printing. Students will be taught the use of hand tools, allowing progression to some machines. Students undertaking this course will also explore introductory 3D modeling and printing techniques. Students will document their design ideas, production process, and evaluate their findings.

Year 9 – Design and Technology A – 1 Semester Unit

Students who choose this course will have opportunity to develop skills in woodwork, metalwork, and Computer Aided Design. Students will have the opportunity to design and build wood and metal work projects. There will be a small cost to cover materials for this subject. Students will document their design ideas, production process, and evaluate their findings.

Year 9 – Design and Technology B – 1 Semester Unit

Students who choose this course will have an opportunity to explore and develop skills in Computer Aided Design and Modeling with a major focus on 3D printing. Students will have the opportunity to design and print a CO2 dragster with a link to aerodynamics to support their design ideas. Some traditional woodwork projects are also included in this course. There will be a small cost to cover materials for this subject. Students will document their design ideas, production process, and evaluate their findings.

Year 9 – Digital Technologies – 1 Semester Unit

Digital Technologies in year 9 will extend student's programming and digital design skills from year 8 Technologies. Year 9 Digital Technologies is all about how computers think! The course will cover a range of new skills including user interface design, working with data and images, privacy and security and lots of interesting programming. The course will develop student's skills in managing project and engaging in collaborative design.

Year 10 – Material Product (Woodwork) – 1 Semester Unit

In Year 10 Woodwork, students learn to transfer theoretical knowledge to practical tasks through a range of woodworking projects. These include small skill based tasks and a major product designed by the student. Students use a variety of technologies including computer aided design drawings (CADD) to communicate and represent ideas and production plans in two and three-dimensional representations. Students develop detailed project management plans incorporating elements such as joint and materials investigations, cutting, costing and production sequences to manage a range of design tasks safely. Student's use a vast variety of tools and machinery, identifying and establishing safety procedures that minimise risk, maintaining safety standards and management procedures to ensure success. Please note there will be a cost of \$50 for this course



Year 10 – Material Product (Metalwork) – 1 Semester Unit

In Year 10 Metalwork, students learn to transfer theoretical knowledge to practical tasks through a range of metalworking projects. These include small skill based tasks and a major product designed by the student. Students use a variety of technologies including computer aided design drawings (CADD) to communicate and represent ideas and production plans in two and three-dimensional representations. Students develop detailed project management plans incorporating elements such as joint and materials investigations, cutting, costing and production sequences to manage a range of design tasks safely. Student's use a vast variety of tools and machinery, identifying and establishing safety procedures that minimise risk, maintaining safety standards and management procedures to ensure success. Please note there will be a cost of \$50 for this course.

Year 10 – Digital Technologies (Robotics) – 1 Semester Unit

Year 10 Robotics is a fusion of Design and Technology and Digital Technologies, designed to explore the relationship between the physical world and machine intelligence. The course will focus on a design project using workshop tools, robotics components and computer logic. Students who undertake this course will learn how to design and build machines capable of making decisions in order to satisfy a purpose and to respond to the outside world. Students who undertake this course must be creative, have an interest in technology and be willing to work in small teams.





Technologies – Home Economics

Year 8 – Home Economics – 10 Week Unit

(Completed as part of Health & PE)

Students spend 10 weeks being introduced to basic nutritional information and utilise the Australian Guide to Healthy Eating, including written and practical food assignments. Through the course students investigate, design, plan, create and evaluate the vital role of food in human functioning as well as meeting emotional, family and social needs in a multicultural society. Topics covered include; food safety and hygiene, basic nutrition, smart snacks and an array of food practicals; hamburgers, muffins, pasta bake and scones.

Year 9 – Food and Nutrition – 1 Semester Unit

This course aims to develop the students' range of food preparation skills and nutritional knowledge. Through the use of the design process students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate adolescents' health and understanding of ingredients. Students will design their own hamburger and individually design a recipe for a smarter meal by swapping ingredients. An array of food practicals will also be included for example; cheese gnocchi, burritos and pizza.

Year 9 – Food Technology– 1 Semester Unit

Students undertake 1 semester of Food Technology with the aim to increase preparation skills and culinary techniques. We consider food miles and sustainable living with a focus on carbon footprints waste and considerations for future generations in relation to food production. A focus on the impact on Australasian influences on modern cuisine, better known as fusion cooking, pinpoints the design cycle; investigate, design, plan, create and evaluate. Students will use their culinary skills to prepare caramel dumplings, sushi and many other culturally influenced dishes.

Year 10 – Food and Nutrition – 1 Semester Unit

This semester course focuses on food preparation and nutrition. It provides the opportunity for specialisation in contemporary issues around food and nutrition, disease prevention and nutrition in times of food crises, around the world. The focus is on increasing skill development for food preparation and presentation. Work includes the extension of research skills, practical sessions, conserving resources through collaborative and independent learning exercises. Students will build on their understanding of food trends, fad diets and body image while maintaining a close connection to food and its importance for the body, mind and growth. Practical components include; Pad Thai, cheese pull-apart and spinach and ricotta cannelloni.



Year 10 – Food Technology – 1 Semester Unit

This semester course focuses on food preparation and skill development around the use of technology. It provides opportunities for specialisation in culinary skills around pastries and yeast goods, food culture and menu planning. The focus for this course is creative presentation of food, culinary techniques and cultural influences. Students will cook cuisine from countries such as; China, Korea, Italy, and India. This course includes a school excursion to the Adelaide Central Markets where students have the opportunity to participate in a scavenger hunt and taste an array of cuisines. An opportunity to plan, prepare and operate an in-school catering activity which will expose students to a large scale collaborative assessment that incorporates teamwork, planning, costing and food preparation on a larger scale. Practicals include bread rolls, choux pastry, hot cross buns, spring rolls, butter chicken.

Please note: this course may incur a small fee.

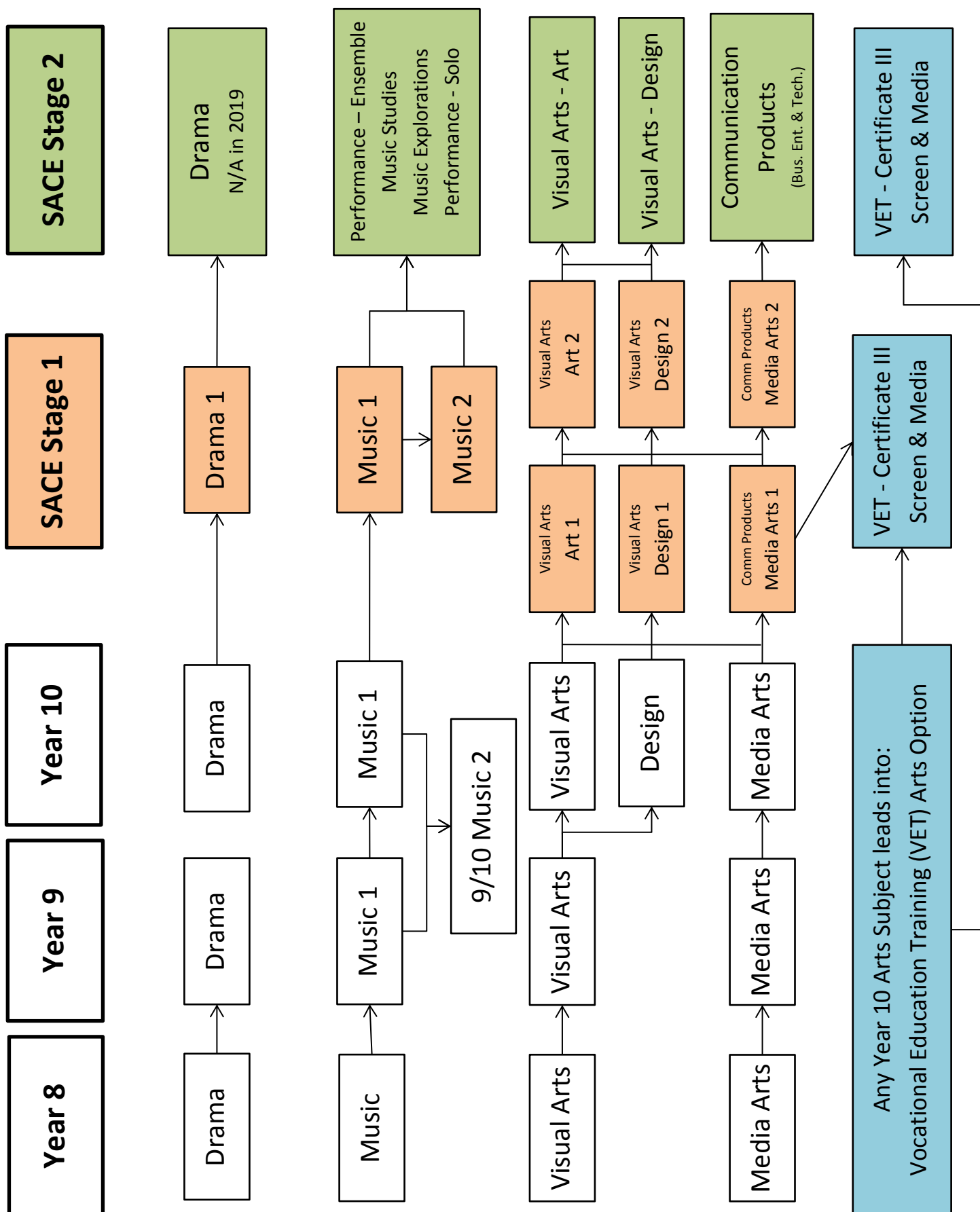
Year 10 – Child Studies – 1 Semester Unit

The course investigates conception, contraception, stages of pregnancy and related issues, childbirth and very early child development to six weeks. Related issues of feeding, sleep and babies' needs are also addressed. Hands on practical experience is provided via a simulator pregnancy belly and related activities. Students evaluate the personal, environmental and social factors that can influence decisions people make about their own and others health and wellbeing and propose and apply strategies to make and implement healthy, active and safe choices within certain contexts. They also make plans for positive health practices, behaviours and use of support resources to enhance the health and wellbeing of themselves and their communities. Students may be required to care for a simulator baby for a designated time.





The Arts – Flow Chart





The Arts – Drama

Year 8 – Drama – 1 Semester Unit

Students will be introduced to basic drama skills through Tableau and improvisation activities and will then be introduced to Physical Theatre via Circus skills (juggling / unicycling). They will enhance their listening, problem solving, interpersonal, communication skills and learn to work productively in groups. Students will produce a number of small performances for the class (MAKING). Written Literacy skills will include reflective journals, responding to and analysing short performances (RESPONDING).

Year 9 – Drama – 1 Semester Unit

Students will develop performance skills through Tableau and improvisation activities with a focus on Theatre Sports. Students will develop ability to interpret/explore a range of scripts through readings and/or performances using various performance methods. Physical Theatre skills will be developed through Mask Theatre and circus activities. Students will produce a number of small performances for the class (MAKING). Written Literacy skills will include reflective journals, responding to and analysing short performances (RESPONDING).

Year 10 – Drama – 1 Semester Unit

Students will undertake a practical study of the history of theatre and performance styles. Students may continue to explore circus skills. A small class production / circus performance / presentation will be negotiated for public performance (MAKING). Written Literacy skills will include reflective journals, responding to and analysing short performances and writing one review of live theatre (RESPONDING).





The Arts – Media Arts

Year 8 - Media Arts - 1 Semester Unit

Introductory Media Arts deals with communication in a digital world. Students gain skills in photography, film and animation to create their projects. They are encouraged to explore ideas and present their views of the world. Students will develop their own ethical practices in their use of online safety, image manipulation and sharing of images.

Year 9 - Media Arts - 1 Semester Unit

Students will begin making and responding to Media Arts independently, and with their peers. Students will explore Media Arts using a range of different technologies, programmes and equipment to create their final pieces. Through viewing and analysing digital media, students can better understand how media and advertising is constructed and how it constantly affects their lives.

Year 10 - Media Arts - 1 Semester Unit

This course revises and extends skills in photography, film and animation. Students will have the opportunity to learn advanced image manipulation techniques and use advanced movie making software, with the aim of making and presenting professional quality work across a range of digital media.





The Arts – Music

Year 8 – Music – 1 Semester Unit

Students will be introduced to music by having the opportunity to play instruments from the Rhythm Section: Guitar, Keyboard and Drum-Kit. They will learn how to read and write music and will compose their own piece of 'computer music.'

Year 9 – Music – 1 Semester Unit

Students will build their ability to read, write and play music. They will be required to undertake regular instrumental lessons with the 'Instrumental Music' team or privately. Emphasis is placed on practical work (solo, class and small ensemble) and music theory. Students will learn music industry skills and extend their composition skills through jingle writing.

Year 10 – Music 1 – 1 Semester Unit

Students will extend their ability to read, write and play music. They will be required to undertake regular instrumental lessons with the 'Instrumental Music' team or privately. Students will form and participate in a class ensemble. They will be introduced to modern theory, music industry skills, song writing, arranging and computer music.

Year 9 & 10 – Music 2 – 1 Semester Unit

Music 2 is an extension course to further develop musicians in preparation for their Music studies in the SACE. Students will be expected to be undertaking regular instrumental lessons with Instrumental Music teachers or private teachers. Students will extend their knowledge of performance techniques, develop their knowledge of music styles and music technology within the industry.

Instrumental Music (IM) Information

At GHS we encourage our classroom music students to learn an instrument. IM teachers support our school by providing small group Instrumental lessons to students enrolled in our classroom Music program. Tuition in woodwind, brass and rhythm instruments is offered. Lessons are free of charge. Students will be required to hire or purchase an Instrument at their own cost. To access the band programme students are required to select classroom music. Students will be contacted by IM staff to give them an opportunity to participate in a workshop for entry to the IM program, and the allocation of an instrument within a balanced program.



The Arts – Visual Arts & Design

Year 8 – Visual Arts – 1 Semester Unit

This is a semester course where students will gain skills in various practical areas e.g. painting, drawing, printmaking and sculpture. Emphasis will be on creative thinking, problem solving, skill development and an introduction to the basic elements of Art. There will be a theory component to the course where students learn to analyse and write about works of Art and Design using appropriate language.

Year 9 – Visual Arts – 1 Semester Unit

Students will gain skills in the practical areas of drawing, printmaking and sculpture. Emphasis will be on creative thinking, problem solving, skill development and an introduction to the principles of Art. Developing work to a suitable standard for display will also be required. There will be a theory component to the course where students learn to analyse and write about works of Art and Design using appropriate language.

Year 10 – Visual Arts – 1 Semester Unit

Students will gain skills in the practical areas of painting and drawing. Students will manipulate techniques, processes, materials and technologies to communicate ideas through their visual art works. Emphasis will be on creative thinking, problem solving and skill development. Developing works to a standard suitable for display will also be required.

Art works are produced in conjunction with investigations into historical and cultural art works and artists. Students also expand their theory knowledge by using the four step analysis. Students learn to write about works of Art and Design using appropriate language.

Year 10 – Design – 1 Semester Unit

Students will complete work within the three areas of Design: Graphic, Product and Environmental. Emphasis will be on problem solving, creative thinking and skill development. All projects will follow the Design Process. There is a theory component to this course.





NOTES

