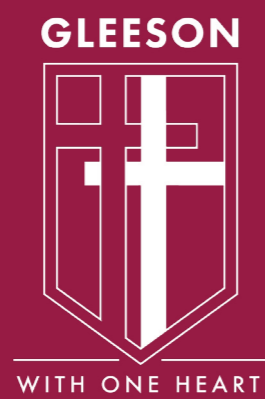


Gleeson College

2025 Middle Years Curriculum Handbook



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Our Vision

Gleeson College is a faith-filled community which provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Our Mission

... is to fulfil our vision by ensuring that at Gleeson College:

the promotion of faith, the love of God, the person of Jesus and service to others are central to the education of the whole person;
we provide a safe, supportive and welcoming environment;
the children, parents and staff work together, listen to and care for one another with confidence and trust;
we cater for individual differences in the pursuit of excellence so that personal success can be achieved by all.



Mr Christian Bateman
Assistant Principal,
Teaching & Learning

Welcome

Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires. We live in a world where life-long learning is paramount to developing capable, skilled and prosperous people who are able to use their talents and abilities to their fullest potential.

As teachers of Gleeson College it is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Through the **HEART** of learning excellence teachers foster our students to be young people of One Heart. Our purpose shapes our curriculum. Curriculum at Gleeson College is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship. It is designed to be engaging and active, involve challenging goals, shared responsibilities and standards. Teachers develop course outlines aligned to Australian Curriculum and the CESA Key and SACE General Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

In Years 7-9, the courses of study are based on the requirements of the Australian Curriculum Assessment and Reporting Authority (ACARA). All three levels of Middle Years offer a curriculum that is challenging and diverse and provides students with flexibility. Our teaching and learning fosters the development of the Gleeson Graduate Qualities. It is our hope that in partnership with our families, we can produce young people who are:

Deeply connected
Thriving individuals
Competent and capable learners
Just, merciful and humble leaders

Our Middle Years Curriculum Handbook overviews the learning at our College, providing descriptions and a summary of assessment types for each subject offered in the Middle Years. It also provides pathways for subjects as students progress toward the Senior Years. Students and families are further supported to make informed subject choices through our Personal Development Program.

We look forward to working in partnership together through the Middle Years journey.

INTRODUCTION

At Gleeson College we understand that a quality education promotes a life-long journey of learning. It is a journey that pursues continuous improvement, is grounded in high expectations, inspires resilience, takes risks and fosters personal best achievement for all.

Life at Gleeson College fosters the academic, spiritual, personal and social development of all students. Gleeson College promotes the traditions of the Catholic Church and the ethos of its Patron, Archbishop James Gleeson.

This booklet is designed to provide students and parents with information about the Gleeson College curriculum and in particular the Middle Years curriculum. It will help students to make the best possible choices for 2025. Further assistance will be provided by the Care Group teachers and House Leaders. Parents are most welcome to contact the College at any time to clarify matters.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, plans for the future, interests, and capabilities must all be taken into account. Support and co-operation from their families will be essential if students are to achieve their potential.

While it is the College's intention to provide the subjects described in this booklet for 2025, our ability to do so will depend on sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may result in alterations to our proposed offerings.

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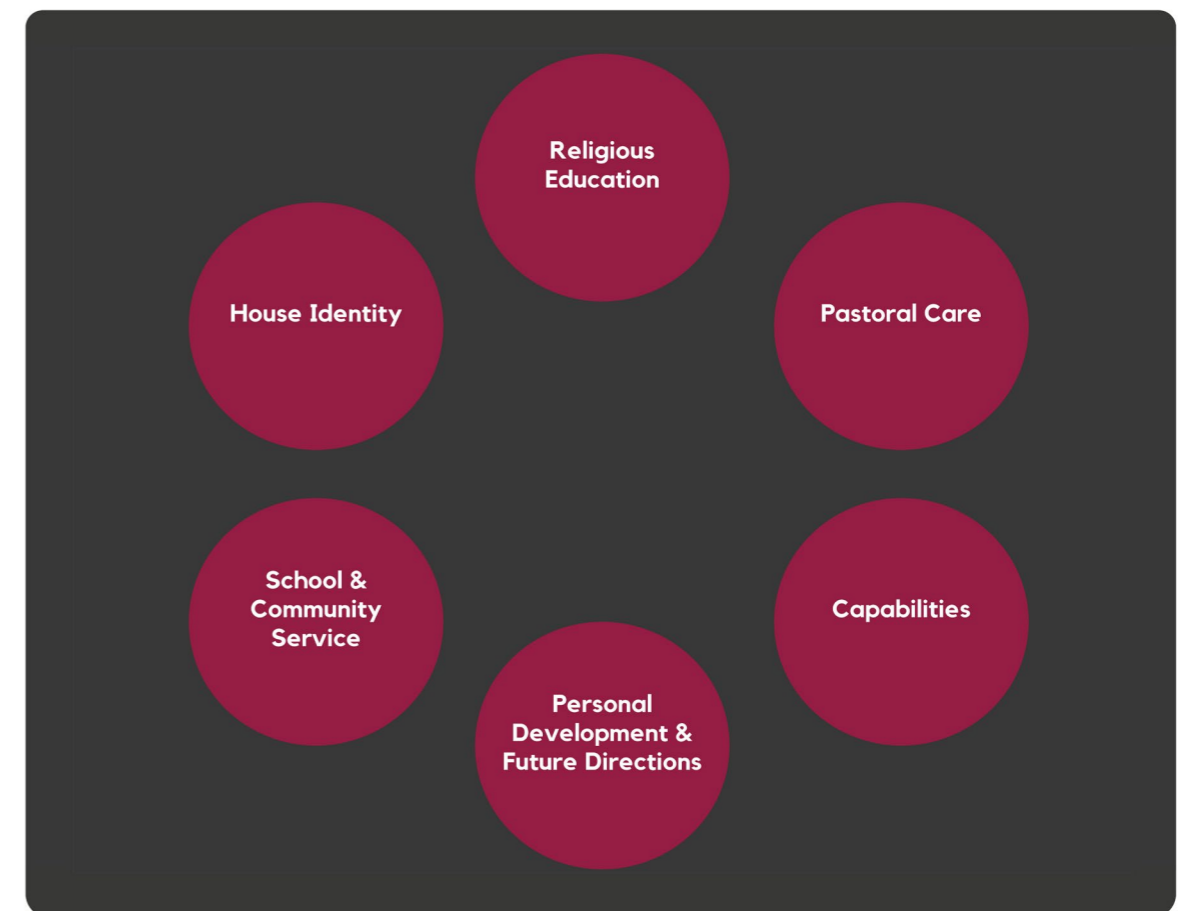


Faith & Living

RELIGIOUS EDUCATION AND PASTORAL CARE PROGRAM

As a community, we strongly believe that pastoral care and our Catholic Faith are at the heart of all we do, and as such, there are now five lessons per week dedicated to Religious Education, personal development and pastoral care in each year level. The application of a revised approach incorporates feedback from students, parents and staff alike to broaden the scope and scale of what Religious Education looks like at Gleeson College, as well as implementing the redesigned Catholic Education South Australia Crossways curriculum. Accordingly, 'Faith & Living' consists of six domains; Religious Education, House Identity, Pastoral Care, Capabilities, School Community and Service, Personal Development and Future Directions.

Faith & Living is a subject that allows students to develop their skills and dispositions across spiritual, academic and practical domains, to explore ideas and concepts in Religious Education, personal development, global citizenship, ecological awareness and responsibility, as well as life lessons in authentic contexts and situations.



At the **HEART** of learning excellence...

Holistic

An all-inclusive education that takes into account the whole learner.

Engagement

Students and staff are fully engaged in the learning process.

Authentic

Students and staff contextualise their learning in the real world.

Resilience

Responsible risk-taking and coping with change and challenge.

Teamwork

Collaboration in learning and interpersonal skills.



INCLUSIVE EDUCATION PROGRAM

The Inclusive Education Team at Gleeson College work to support students with additional learning needs so that all students can achieve educational success.

The Thomas Learning Centre

The Thomas Learning Centre (TLC) is the cornerstone of Inclusive Education at Gleeson College. In this space, students have the opportunity to work with staff to receive assistance with their work. Support is offered in a number of ways depending on student need. At times, students will be supported in class or in small groups in the TLC. Staff who work in the TLC support students in their understanding of the curriculum, and their capacity to express their abilities and knowledge.

The TLC offers more than academic support. Students may require assistance in learning strategies for developing as independent learners, organisational skills or time management skills. The TLC also offers a sensory space to support students with emotional regulation.

Targeted Literacy and Numeracy Intervention

Students may also be offered a place in our Targeted Literacy and Numeracy program depending on the level of need.

The Numeracy Intervention program aims to build automaticity in addition, subtraction, multiplication and division. This is an evidence-based approach, aiming to reduce the cognitive load of students to better enable them to cope with complex Mathematics problems in their mainstream classes.

The Literacy Intervention program is informed by scientific research of how students learn to read, sometimes referred to as the Science of Reading (SoR). The intervention instruction utilises a Multi-sensory Structured Language (MSL) approach of direct, explicit instruction of language and literacy with the multi-sensory component of seeing, hearing and doing. Instruction is diagnostically designed for individual students based on student assessments and delivered in a structured, systematic but flexible way.

Personal Plan for Learning

Students who are identified as having additional learning needs are supported at Gleeson College with a document called a Personal Plan for Learning (PPL). The Inclusive Education team build these documents for students in consultation with teachers, Education Support Officers, the individual student, families and external providers. PPLs are made available to College staff to ensure all relevant professionals working with the student are aware of their learning needs, and appropriate adjustments required. Inclusive Education staff support Gleeson College teachers to provide adjusted assignments to meet individual student needs.

CURRICULUM OVERVIEW: YEARS 7 - 9

In **Year 7**, all students study Faith & Living, English, Humanities and Social Sciences, Mathematics, Science, Health and Physical Education, The Arts, Technologies and Italian or Japanese. Two key teachers work closely together with one class to deliver the core subjects of English, Humanities and Social Sciences, Mathematics and Science. Students are exposed to all of The Arts through the course of the year; Visual Art, Dance, Drama and Music, and all of the Technologies; Design and Technology, Food and Textiles Technology, Digital Technologies, Technologies Project. In Health and PE, students have the option to participate in either of the College's Specialist Sports Programs; Netball or World Football.

In **Year 8**, all students study Faith & Living, English, Humanities and Social Sciences, Mathematics, Science, Health and Physical Education, and Italian or Japanese. In addition, students choose two terms from the Arts Learning Area (Visual Art, Dance, Drama, Music) and two terms from the Technologies Learning Area (Design and Technology, Digital Technologies, Food and Textiles Technology). In Health and PE, students have the option to study AFLW, and/or either of the College's Specialist Sport Programs; Netball or World Football.

In **Year 9**, all students study Faith & Living, English, Humanities and Social Sciences, Mathematics, Science and Health and Physical Education. Students choose four semesters of electives from the Arts Learning Area (Music, Music Technology, Dance, Drama, Visual Art), Technologies Learning Area (Design and Technologies, Digital Technologies, Digital Design, Fashion and Jewellery Design, Food and Textiles, Languages Learning Area (Italian, Japanese), HaSS Learning Area (Innovation) and Science Learning Area (STEM - Earth and Space). In Health and PE, students have the option to study AFLW, and/or either of the College's Specialist Sport Programs; Netball or World Football.

World Football and Netball Programs: Specialist World Football and Netball Programs are offered at Years 7, 8, 9 and 10 for those students with a keen interest in further developing their skills in the sport. As this is a popular alternative, a process is in place to select students for this course. Students interested in being considered for these programs should contact the Sports Development Coordinator.

Students can apply to enter an extension program for our Specialist Sports Programs; Netball or World Football, to continue studying specialist sport in Semester 2. The extension program is aimed at experienced, skilled players. To be considered, students must complete an Extension Program Application Form and meet the application criteria.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
RELIGIOUS EDUCATION	Faith & Living	Faith & Living	Faith & Living	Faith & Living Faith & Living - Youth Ministry	Spiritualities, Religion and Meaning (Faith & Living) *Including Youth Ministry option	Spiritualities, Religion and Meaning (Faith & Living) *20 credit extension option
THE ARTS	Dance Drama Music Visual Art	Dance - General or Specialist Drama - General or Specialist Music - General or Specialist Visual Art - General or Specialist	Dance Drama Music A and B Visual Art	Creative Arts A and B Dance A and B; Certificate III in Assistant Dance teaching Drama A and B Music A and B Visual Arts - Art A and B Visual Arts - Design A and B	Creative Arts A and B Dance A and B; Certificate III in Assistant Dance teaching Drama A and B Music A and B Visual Arts - Art A and B Visual Arts - Design A and B	Creative Arts Dance Drama Music Visual Arts - Art Visual Arts - Design
CROSS DISCIPLINARY STUDIES				Exploring Identities and Futures (EIF) *Stage 1 (compulsory)	Research Project B *Stage 2 Compulsory Subject (AIF - Activating Identities and Futures, as of 2025) Workplace Practices	Workplace Practices
ENGLISH	English	English	English	English A and B English - Accelerated English *Stage 1 Essential English - Vocational Studies *Stage 1 Essential English (by invitation)	English A and B English - Literary Studies Essential English A and B	English English Literary Studies Essential English
HEALTH & PHYSICAL EDUCATION	Health and Physical Education Netball World Football	Health and Physical Education AFLW Netball World Football	Health and Physical Education AFLW Netball World Football	Health and Physical Education (Essential) (compulsory) Health and Physical Education (Extension) Integrated Learning (AFLW) *Stage 1 Integrated Learning (Netball) *Stage 1 Integrated Learning (World Football) *Stage 1 Outdoor Education	Physical Education A and B Integrated Learning (Sports Studies)	Physical Education Integrated Learning (Sports Studies)
HUMANITIES AND SOCIAL SCIENCES	Humanities and Social Sciences	Humanities and Social Sciences	Innovation Humanities and Social Sciences	Economics and Business - Commerce Geography History (Essential) (compulsory) and History (Extension) Civics and Citizenship - Criminology	Accounting Business Innovation Economics Geography Modern History Legal Studies A and B Tourism	Accounting Business Innovation Economics Geography Modern History Legal Studies Society and Culture Tourism
LANGUAGES	Italian Japanese	Italian Japanese	Italian Japanese	Italian Japanese Integrated Learning (Language & Culture Studies) *Stage 1	Italian Continuers Japanese Continuers Integrated Learning (Language & Culture Studies)	Italian Continuers Japanese Continuers
MATHEMATICS	Mathematics	Mathematics	Mathematics	Essential Mathematics A *Stage 1 General Mathematics Mathematical Methods	Essential Mathematics A and B General Mathematics A and B Mathematical Methods A and B Specialist Mathematics A and B	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE	Science	Science	Science STEM - Earth and Space	Science A (compulsory) and Science B Integrated Learning (Sports Science) *Stage 1 Scientific Studies (Accelerated Science) *Stage 1 Scientific Studies (Engineering) *Stage 1 Psychology	Biology A and B Chemistry A and B Nutrition A and B Physics A and B Psychology A and B	Biology Chemistry Nutrition Physics Psychology
TECHNOLOGIES	Design and Technologies "D&T" D&T - Technologies Project Digital Technologies D&T - Food and Textiles	Design and Technologies Digital Technologies D&T - Food and Textiles D&T - Fashion and Jewellery Design	Design and Technologies CAD/CAM Woodwork Digital Technologies Digital Design D&T - Food and Textiles D&T - Fashion and Jewellery Design	Design and Technologies: CAD/CAM Metalwork Woodwork Electronics Digital Technologies A and B Digital Technologies - Information Processing and Publishing Food and Textiles Technology D&T - Fashion and Accessory Design D&T - Food and Hospitality - Creative D&T - Food and Hospitality - General D&T - Food and Hospitality - Health D&T - Child Studies	Design and Technologies: Digital Communication Solutions (CAD/CAM) Industry and Entrepreneurial Solutions (Metalwork) Material Solutions (Woodwork) Robotic and Electronic Systems (Electronics) Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology Material Solutions (Fashion Design) Food and Hospitality - Creative Food and Hospitality - General Child Studies	Design and Technologies: Digital Communication Solutions (CAD/CAM) Industry and Entrepreneurial Solutions (Metalwork) Material Solutions (Woodwork) Digital Technologies Information Processing and Publishing Food and Textiles Technology Material Solutions (Fashion Design) Food and Hospitality Food and Hospitality Child Studies

Year 7

GLEESON



WITH ONE HEART

YEAR 7 CURRICULUM OVERVIEW

In Year 7, all students study Religious Education (Faith & Living), English, Humanities and Social Sciences (HaSS), Mathematics, Science, Health and Physical Education, The Arts, Technologies and Languages (Italian or Japanese).

Two key teachers work closely together with one class to deliver the core subjects of English, Humanities and Social Sciences, Mathematics and Science.

Students are exposed to all of **The Arts** through the course of the year; Visual Art, Dance, Drama and Music, and all of the **Technologies**; Design and Technology, Food and Textiles Technology, Digital Technologies, Technologies Project.

In **Health and Physical Education**, students have the option to participate in either of the College's Specialist Sports Programs; Netball or World Football.

Please note: Students can apply to enter an extension program for our Specialist Sports Programs; Netball or World Football, to continue studying specialist sport in Semester 2. The extension program is aimed at experienced, skilled players. To be considered, students must complete an Extension Program Application Form and meet the application criteria.

YEAR 7	
RELIGIOUS EDUCATION	Faith & Living
THE ARTS	Dance Drama Music
	Visual Art
CROSS DISCIPLINARY STUDIES	
ENGLISH	English
HEALTH & PHYSICAL EDUCATION	Health and Physical Education
	Netball World Football
HUMANITIES AND SOCIAL SCIENCES	Humanities and Social Sciences
LANGUAGES	Italian Japanese
MATHEMATICS	Mathematics
SCIENCE	Science
TECHNOLOGIES	Design and Technologies "D&T"
	D&T - Technologies Project
	Digital Technologies D&T - Food and Textiles

YEAR 7 SUBJECTS

Religious Education - Faith and Living

Learning Area	Religious Education
Level of Study	Year 7
Length	Full Year Compulsory

At Gleeson, the purpose of Religious Education is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

In Year 7, students are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, as well as an excursion to the Cathedral, which will allow students to reflect on organised worship and gathering, on which students can base their Practical Activity and Reflection Assessment. The excursion may include visits to other places and sacred sites of significance within Adelaide City.

Religious Education Topics and Units:

- Belonging to Community
- James Gleeson
- Celebrating the Liturgical Year
- Lent and Easter
- Australian Identity: A Catholic Perspective
- Knowing God through Prayer
- MITIOG
- Christmas Traditions

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

English

Learning Area	English
Level of Study	Year 7
Length	Full Year Compulsory

English at Year 7 will focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

One lesson a week in the Thomas Library is dedicated to support students' independent reading and literacy development. All Year 7 students are enrolled in the Premier's Reading Challenge at the beginning of Year 7 and encouraged to participate throughout the year. Texts chosen for study as a class explore themes of interpersonal relationships within real-world and fictional settings and represent a variety of perspectives.

In Year 7 English, students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

In Year 7, a students' work in English may become part of a wider integrated unit based on a central theme, in conjunction with other subjects and learning opportunities.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing
- Oral presentations/debate speeches
- Essay
- Poetry
- Short Film making
- Multimodal presentations
- Group tasks
- Picture books
- Creative use of ICTs

YEAR 7 SUBJECTS

Design Technologies and Digital Technologies

Design and Technologies, Food and Textiles, Technologies Project and Digital Technologies

Learning Area	Technologies
Level of Study	Year 7
Length	Full Year Compulsory

Students are introduced to the Technologies curriculum through four separate, yet related subject areas; **Design and Technologies, Food and Textiles, Technologies Project and Digital Technologies**, one per term across the school year.

Within each of these subject areas students are encouraged to create solutions, developing thinking skills and to manage their own personal projects. Students may be supported by up to three specialist teachers within this learning area.

Design and Technologies

This unit provides students with an opportunity to learn and develop a range of skills, knowledge and understanding in safe Woodworking practices. With a large emphasis on safety, students will create a range of wooden products within the workshop.

Computer Aided Design (CAD) skills are also developed through the use of Autodesk Fusion 360. Using this software, students will manipulate tools, shapes, and objects to virtually design the projects made in the workshop.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Food and Textiles

This unit combines Food Technology and Textile Technology. Food Technology enables students to develop their confidence in working safely in the kitchen. Students cook a variety of recipes, with an emphasis on food sustainability in Australia. Textiles Technology provides students with an opportunity to gain confidence and competency in using a sewing machine. They work through the design process to construct and design a personalised Apron.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Please note: students will be asked to purchase material for their Apron and bring along a basic sewing kit.

Technologies Project

Students utilise and build upon the skills they have developed throughout the year in the Technologies curriculum (Food and Textiles, Digital Technologies, and Design and Technologies). They work collaboratively to respond to a range of design briefs and challenges, based around the theme of environment. Students create a folio to present their use of the design process and illustrate their final outcomes.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Digital Technologies

This unit focuses on developing understanding and skills in computational thinking. Students will have the opportunity to plan and create a range of digital solutions such as PowerPoint animation, programmable multimedia solutions, build virtual reality simulations and/or create websites.

Each unit aims to develop skills and allow students to explore their digital citizenship in this ever-changing technological world.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 7 SUBJECTS

Health and Physical Education

Learning Area	Health & Physical Education
Level of Study	Year 7
Length	Full Year Compulsory

The Year 7 Health and Physical Education curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

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

- Practical (80%)
 - Sports and games will be selected from the game categories - Target, Invasion, Net/Wall, Striking/Fielding.
- Theory (20%)
 - Focus areas generally include Food and Nutrition, Safety and Dance Culture.

Health and Physical Education - Netball

Learning Area	Health & Physical Education
Level of Study	Year 7
Length	One Semester (Semester 1) Elective

An additional cost applies for this program

The Year 7 Specialist Netball Program provides an introductory course that focuses on the principles of gameplay. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their physical and social gameplay.

Practical lessons are enriched through external specialist coaching from elite-level netballers (such as from the Adelaide Thunderbirds), and focus on the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Assessment

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

- Practical (80%):
 - Performance across all practical lessons
- Theory (20%):
 - Food and Nutrition (aligned with regular PE theory)
 - Game Ethics (including the completion of an online accreditation)
- Extension activity:
 - Participation in an Interschool Tournament facilitated by the Year 10 Specialist Netball Class.

YEAR 7 SUBJECTS

Health and Physical Education - Netball (extension)

Learning Area	Health & Physical Education
Level of Study	Year 7
Length	One Semester (Semester 2) Elective

***Application criteria applies**

An additional cost applies for this program.

The Specialist Netball Extension program provides students with an in-depth course targeted at elite athletes with strong netball ability and understanding. Students will be able to refine and extend their understanding and skills in relation to the sport of netball. Students will be following targeted course to build strength and knowledge to assist in progressing through netball pathways.

Practical lessons are enriched through external specialist coaching from elite-level netballers and coaches (such as from the Adelaide Thunderbirds, Premier League & Intermediate Coaches) and further builds upon key Netball components of balls skills, attacking and defending, strategy, fitness, and team dynamics. Student development is enhanced through theory components to ensure holistic athlete development.

Additional Information

The Specialist Netball Extension program will be an application process. To be selected into the program your ability, understanding and intent will be considered. This process will be undertaken prior to approval to enter the extension program.

Assessment

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

- Practical (80%):
 - Performance across all practical lessons
 - Strength and conditioning
- Theory (20%):
 - Develop a Diamond program
 - Injury prevention
- Extension activity:
 - Interschool Tournament

Health and Physical Education - World Football

Learning Area	Health & Physical Education
Level of Study	Year 7
Length	One Semester (Semester 1) Elective

***Pre-Requisite: Must currently be playing Football (preferably at club level). Please note that trials may be held for entry into this Specialist Program depending on demand.**

An additional cost applies for this program.

The Year 7 World Football Program aims to develop students' core individual footballing skills of being able to strike the ball effectively in different situations, take the appropriate first touch, run with the ball at pace with close control and beat a defender using a range of skills moves in a 1v1 situation.

Students will gain an understanding of the 'Gleeson Way' of playing and will become familiar with the positions and roles of each of the positions within a 4-3-3 formation. Students will start to develop an understanding of playing football within this formation in order to try and effectively keep possession, move the ball out from the back, through midfield and into attack. Students will begin to understand the game of futsal and playing in small areas using box and diamond formations.

Students will develop an understanding of the benefits of physical activity and the importance of physical fitness to their health and wellbeing.

Assessment

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

- Practical Assessment (70%)
 - Individual Skill Development
 - Game Based Ball Possession Skills
- Theory Tasks (30%)
 - Focus Areas - Understanding the 4-3-3 Formation, Health Benefits of Physical Activity.

YEAR 7 SUBJECTS

Health and Physical Education - World Football (extension)

Learning Area	Health & Physical Education
Level of Study	Year 7
Length	One Semester (Semester 2) Elective

***Application criteria applies**

An additional cost applies for this program.

The World Football Program Extension course will accelerate students' understanding and application of Football (Soccer) skills where students will refine their ability to work effectively within a high-tempo and competitive environment. Students will refine concepts to master their technical skills and tactical awareness. Students will extend their understanding of game-based concepts including transition, counter-attacking, team pressing and pressuring. Students will develop football analysis skills, incorporating ICT, to support their technical and tactical development.

World Football Program Extension course consists of two focus areas:

- Practical Skills: Technical and Tactical Game-Based skill development
- Theoretical Concepts: Football Analysis

Additional Information

The World Football Program Extension course is subject to an application process in which World Football Program staff, under the guidance of Head Coach Marcos Flores, will determine candidates' suitability for selection into this program. This course is designed for players who are currently playing at a high level and are looking to extend their football skills within a high-intensity environment.

Assessment

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

- Practical Skills (70%)
 - Game Based Pre- and Post-Analysis Feedback
 - Theoretical Concepts (30%)
 - Football Analysis Task
 - Football Journey Reflection Task

Humanities and Social Sciences (HaSS)

Learning Area	Humanities and Social Sciences
Level of Study	Year 7
Length	Full Year Compulsory

Geography

Students study the importance of water in our world by examining the uses of water, its value, and its potential hazards. Students consider how water interconnects with humanity through geographical places and activities that impact liveability. Students also consolidate their geographical skills in mapping and research.

Economics and Business

Students explore the free market and the role of consumers and producers in it. They develop entrepreneurial skills to collaboratively create a pitch for a new chocolate product. Students also learn about the role of fair trade in generating sustainable supply chains.

History

Students study the migration of early humans as hunter-gatherers from Africa into other parts of the world towards a focus on exploring First Nations histories and cultures as the oldest continuing culture in the world. They also study one ancient culture as depth study into political, social, and cultural societies in antiquity. Ancient culture depth studies include: Greece, Rome, Egypt, India, or China.

Civics and Citizenship

Students learn about the role of migration in shaping Australia's diverse culture. They examine the fundamental aspects of democracy and federalism by considered the Rule of Law and the differences between rules and laws.

Assessment

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

YEAR 7 SUBJECTS

Italian

Learning Area	Languages
Level of Study	Year 7
Length	Full Year
	Compulsory

**Students select either Italian OR Japanese.*

**Students must study the same language in Year 7 and 8. They cannot swap languages.*

Students learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched by the use of adjectives. Students develop language for interacting with the teacher and each other. They study cultural topics such as school, food and self.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including Education Perfect lessons, quizzes, workbook exercises

Japanese

Learning Area	Languages
Level of Study	Year 7
Length	Full Year
	Compulsory

**Students select either Italian OR Japanese.*

**Students must study the same language in Year 7 and 8. They cannot swap languages.*

In Year 7 Japanese, students begin learning to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another, with an initial focus on the hiragana alphabet and developing aural and oral skills. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds.

Students undertake study in cultural topics such as food and family, and compare similarities and differences between Japanese and Australian culture.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 7 SUBJECTS

Mathematics

Learning Area	Mathematics
Level of Study	Year 7
Length	Full Year
	Compulsory

In Year 7, student learning in Mathematics uses the Maths Pathway teaching and learning model. This model facilitates personalised learning for each student that enables each student to master content that they are ready for.

After completing a series of diagnostic tests, each fortnight students complete individual and group learning activities, rich learning tasks, and a variety of learning activities designed to promote fluency, flexibility, and a positive approach to learning and using mathematics.

Mathematics in the Australian Curriculum consists of learning across six strands: Number, Algebra, Measurement, Space, Statistics, and Probability.

Assessment

Students demonstrate evidence of their learning through completing tests relating to their learning each fortnight, and investigations each term.

Overall grades are calculated from:

- The student's indicative level of learning
- The student's investigations

Science

Learning Area	Science
Level of Study	Year 7
Length	Full Year
	Compulsory

In Year 7 Science, students:

- explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information,
- use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems,
- investigate relationships in the Earth-sun-moon system and use models to predict and explain events,
- extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties, and
- consider the effects of multiple forces when explaining changes in an object's motion.

Students engage in safe, reproducible investigations to explore scientific models, addressing ethical and intercultural considerations. They accurately use equipment to collect data, organize it effectively, and analyse patterns and trends. They identify errors, unanswered questions, and evidence to support their conclusions, constructing arguments to support or refute claims. Additionally, they communicate findings clearly, using appropriate language and formats for their audience.

Assessment

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

- Investigations Folio (60%)
 - Practical Investigation
 - Research Investigations

Skills and Applications Tasks (40%)

- Knowledge Assignments
- Topic Tests

YEAR 7 SUBJECTS

The Arts

Dance, Drama, Music and Visual Arts

Learning Area	The Arts
Level of Study	Year 7
Length	Full Year Compulsory

***The Arts are studied as a compulsory full year course at Year 7 with four core subjects undertaken - Dance, Drama, Music and Visual Art, one per term.**

Dance

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will be given the opportunity to demonstrate an understanding of Safe Dance Practice, how the Elements of Dance, form and structure of Dance and Stage Craft elements assist in the expression of an idea on stage. The class will learn a short class routine which will be performed to the other Performing Art classes in a showcase of work at the end of the term.

Assessment

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

- Developing and Practicing Skills (25%)
- Creating Making and Responding (50%)
- Presentation and Performance (25%)

Using the following assessment tasks:

- Safe Dance Practice
- Elements of Dance highlighted with Short Composition tasks and Reflections
- Extended Student Composition task with Reflections
- Performance workshop

Drama

Students are involved in making and responding to Drama as they explore Drama as an art form. Students build on their understanding of role, character and relationships by developing their knowledge of the elements of Drama. Students learn the Basic Acting Skills through Drama activities and a range of theatre styles. Learning will be assessed through class participation, performances and journal writing.

This is a practically oriented course in which the emphasis is on growing in confidence while gaining dramatic knowledge, understanding and skills. The theory task develops skills in research and analysis.

Assessment

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

- Class participation and Audience Skills
- Tableaux Performance
- Mime Performance
- Journal Writing and Reflections
- Research Task

Music

This introductory course covers the basics of music theory including note names, note lengths, notes of pitch in treble and bass clef, rhythm notation and simple time signatures. Students will also be introduced to creating and composing music using technology and gain practical experience in rhythm section instruments.

Assessment

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

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Practical assessments
- Folio of compositions and soundscapes using "Soundtrap"
- Written reflections on each composition

Visual Art

The Year 7 Visual Art course develops student understanding and application of the Art and Design Elements with drawing and painting mediums. Students plan and create visual artwork that communicates, challenges, and expresses their own ideas as artist.

Drawing: Students learn and develop landscape drawing skills using line, texture and space.

Painting: Students investigate abstract art and develop their own painting inspired by an artist who has produced work in this style. Students learn acrylic painting techniques that will be further developed in the future, using their knowledge of colour theory and composition.

Assessment

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

- Practical Assessment (50%)
 - Technique experimentation
 - Landscape drawing
 - Abstract painting
- Theory Assessment (50%)
 - Planning and concept development
 - Artist research
 - Reflection of skill development and completed artwork

Year 8

GLEESON



WITH ONE HEART

YEAR 8 CURRICULUM OVERVIEW

In **Year 8**, all students study Religious Education (Faith and Living), English, Humanities and Social Sciences, Mathematics, Science, Health and PE, and Italian or Japanese.

In addition, students choose two terms from :
The Arts Learning Area - (Visual Art, Dance, Drama, Music) and two terms from the **Technologies Learning Area** (Design and Technologies, Digital Technologies, Food and Textiles).

In **Health and Physical Education**, students have the option to participate in either of the College's Specialist Sport Programs, Netball or World Football and/or the AFLW program.

Please note: Students can apply to enter an extension program for our Specialist Sports Programs; Netball or World Football, to continue studying specialist sport in Semester 2. The extension program is aimed at experienced, skilled players. To be considered, students must complete an Extension Program Application Form and meet the application criteria.

	YEAR 8
RELIGIOUS EDUCATION	Religious Education - Faith & Living
THE ARTS	Dance - General or Specialist Drama - General or Specialist Music - General or Specialist Visual Art - General or Specialist
ENGLISH	English
HEALTH & PHYSICAL EDUCATION (H & PE)	Health and Physical Education H & PE - AFLW H & PE - Netball H & PE - World Football
HUMANITIES AND SOCIAL SCIENCES (HaSS)	Humanities and Social Sciences
LANGUAGES	Italian Japanese
MATHEMATICS	Mathematics
SCIENCE	Science
TECHNOLOGIES	Design and Technologies Digital Technologies Food and Textiles

YEAR 8 SUBJECTS

Religious Education - Faith and Living

Learning Area Religious Education
Level of Study Year 8
Length Full Year
 Compulsory

In Year 8, students are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, which will allow students to build understanding and knowledge of their relationships with God, Self and Others, as well as being able to participate in Practical Activities and a Reflection Assessment.

Religious Education Topics and Units:

- Prayer
- Religious Art
- Living the Inspired Life
- Faith in Action
- Sacraments
- World Religion
- MITIOG
- Christmas Traditions

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

Dance

Learning Area The Arts
Level of Study Year 8
Length One Term - General
 Two Terms - Specialist
 Elective

***Students must study a Semester (two terms) from The Arts learning area**

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will demonstrate an understanding of Safe Dance Practice, the Elements of Dance, form and structure of Dance and Stage Craft elements. Students will learn about the techniques of a range of different genres of dance and how to further the development of their skills in this area. General Dance students will learn a short class routine which will be performed to the other Performing Art class in a showcase of work at the end of the term.

Students choosing **Specialist Dance** will learn two dances of class choreography to perform at the College Arts Evening and have the opportunity to create their own dance work to perform with lighting and costumes.

Further Information

This course has a strong practical focus and it is a requirement that students change into either sports uniform or bring appropriate dance clothing to change to wear while participating in the lessons. It is not acceptable to wear the sports uniform all day for Dance at Year 8.

Assessment

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

- Developing and Practicing Skills (25%)
- Creating and Making (25%)
- Presentation and Performance (25%)
- Exploring and Responding (25%)

Using the following assessment tasks:

- Safe Dance Practice
- Elements of Dance highlighted with Short Composition tasks and Reflections
- Student Devised Choreography task with Reflections
- Performance Workshop

YEAR 8 SUBJECTS

Design and Technologies

Learning Area	Technologies
Level of Study	Year 8
Length	One Term Elective

***Students must study a Semester (two terms) from Technologies learning area**

In Design and Technology, students further develop their skills, knowledge, and confidence in using tools, machinery and equipment. Problem solving skills are used through a design process, utilising CAD software to create a range of products using various materials, including Wood and Electronic systems. Safe working practices are highly emphasised in this course.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Design and Technologies - Food and Textiles

Learning Area	Technologies
Level of Study	Year 8
Length	One Term Elective

***Students must study a Semester (two terms) from Technologies learning area**

In Food and Textiles, students further develop their skills, knowledge, and understanding in the kitchen while learning about food and nutrition.

In textiles, students develop confidence and skills in using a sewing machine and overlocker while following a design process to create personalised Boxer Shorts.

Please Note: students will be asked to purchase material for their Boxer Shorts and bring along a basic sewing kit.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 8 SUBJECTS

Digital Technologies

Learning Area	Technologies
Level of Study	Year 8
Length	One Term Elective

***Students must study a Semester (two terms) from Technologies learning area**

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 such as interactive phone applications, programmable multimedia solutions, virtual reality simulations and lego robotics.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Drama

Learning Area	The Arts
Level of Study	Year 8
Length	One Term - General Two Terms - Specialist Elective

***Students must study a Semester (two terms) from The Arts learning area**

Students will revise, examine and improve their Basic Acting Skills and Stagecraft. Students will build on their understanding of role, character and relationships and use voice and movement to sustain character and situation.

Students will study Mime and Tableaux where they will experiment and refine their performance skills and develop their understanding of the use of physicality on stage. Students will learn to shape drama for audiences and learn the Page to Stage process through rehearsal and performance of a class production, with opportunity to respond to the work created. Students will research the history of Theatre with an opportunity to present their findings to the class.

Further Information

Specialist students will undertake a second term of Drama to further enhance their skills and knowledge of Drama.

Assessment

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

- Making (70%)
- Responding (30%)

Using the following assessment tasks:

- Audience Skills
- Group Work
- Creative group performances
- Journal Writing and Reflecting
- Research Task

YEAR 8 SUBJECTS

English

Learning Area	English
Level of Study	Year 8
Length	Full Year Compulsory

English at Year 8 will focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

In Year 8 English, students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. They create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing/Short Story
- Oral presentations/debate speeches
- Essay/Comparative Essay
- Poetry
- Advertising/Media
- Film Analysis
- Creative use of ICTs

Health and Physical Education

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	Full Year Compulsory

The Year 8 Health and Physical Education curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

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

- Practical (80%)
 - Sports and games will be selected from the game categories (Target, Invasion, Net/Wall, Striking/Fielding)
- Theory (20%)
 - Focus areas generally include Lifelong Physical Activities, Mental Health and Alcohol and Other Drugs

YEAR 8 SUBJECTS

Health and Physical Education - AFLW

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	12 Weeks (Semester 2 only) Elective

Pre-Requisite

The Year 8 AFLW subject is offered to female students who have a keen interest in Australian Rules Football. Students must have some experience in playing football and participation in football teams outside of the school is desirable.

Students within the AFLW subject will benefit from receiving coaching and training from guest speakers and specialist AFL-accredited coaches throughout the course. Students will study practical skills in kicking, marking, handballing, gathering a groundball, tackling techniques and movement. Higher order skills will include using the game sense approach, tactical play, game day strategy and setups.

A focus will be on teaching correct techniques and body positioning to limit landing and contact injuries. Students will also undertake theory work that links with Australian HPE Curriculum as well as having a specific focus on Australian Rules Football. Theory topics will include: Injury prevention and management with a main focus on concussion, accredited umpiring course and skill video reviews (kicking)

Assessment

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

- Skill Development (80%)
 - Student ability and performance in AFLW sessions.
 - Fitness and specific skills testing relating to AFLW will be used.
 - Kicking analysis
 - Movement and skill execution in game simulations
- Theory (20%)
 - Based on assignments and tests undertaken during theory units.
 - Concussion Management
 - Rules and Laws of AFL

Health and Physical Education - Netball

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	One Semester (Semester 1) Elective

An additional cost applies for this program.

The Year 8 Specialist Netball Program provides a course that builds upon the foundational skills developed in Year 7, focusing on umpiring. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their ability to control a game.

Practical lessons are enriched through external specialist coaching from elite-level netballers (such as from the Adelaide Thunderbirds) and further build upon the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Further Information (Extension Activity)

Year 8 Specialist Netball Program students may have the opportunity to attend an excursion to provide umpiring at the Catholic Primary Schools Netball Carnival (SADNA Stadium) as part of the course.

Assessment

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

- Practical (80%)
 - Performance across all practical lessons
- Theory (20%)
 - Mental health and wellbeing (aligned with regular PE theory), Netball Journal (including the completion of an online accreditation)

YEAR 8 SUBJECTS

Health and Physical Education - Netball (extension)

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	One Semester (Semester 2) Elective

***Application criteria applies**

An additional cost applies for this program

The Specialist Netball Extension program provides students with an in-depth course targeted at elite athletes with strong netball ability and understanding. Students will be able to refine and extend their understanding and skills in relation to the sport of netball. Students will be following targeted course to build strength and knowledge to assist in progressing through netball pathways.

Practical lessons are enriched through external specialist coaching from elite-level netballers and coaches (such as from the Adelaide Thunderbirds, Premier League & Intermediate Coaches) and further builds upon key Netball components of balls skills, attacking and defending, strategy, fitness, and team dynamics. Student development is enhanced through theory components to ensure holistic athlete development.

The Specialist Netball Extension program will be an application process. To be selected into the program your ability, understanding and intent will be considered. This process will be undertaken prior to approval to enter the extension program.

Assessment

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

- Practical (80%):
 - Performance across all practical lessons
 - Strength and conditioning
- Theory (20%):
 - Develop a Diamond program
 - Injury prevention
- Extension activity:
 - Interschool Tournament

Health and Physical Education - World Football

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	One Semester (Semester 1) Elective

Pre-Requisite

Successful completion of Gleeson World Football Program at Year 7 and/or a demonstrated commitment to football and highly developed footballing skills

An additional cost applies for this program

The Year 8 World Football Program aims to refine students' individual footballing skills of being able to strike the ball effectively in different situations, take the appropriate first touch, run with the ball at pace with close control and beat a defender using a range of skills moves in a 1v1 situation.

Students will solidify their understanding of the 'Gleeson Way' of playing and will become familiar with the positions and roles of each of these positions within a 4-3-3 formation. Students will develop the ability to work within this formation to effectively keep possession of the ball and to move the ball fluently out from the back, through midfield and into attack. Students will investigate what it takes to be a professional player and the professional player pathways available to them. Students will learn the importance of embracing difference, connection through football and the development of inclusive environments.

Assessment

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

- Practical Assessment (70%)
 - Individual Skill Development and Game Based Ball Possession Skills.
- Theory Tasks (30%)
 - Focus Areas: Professional football pathways, Health Benefits of Physical Activity, Anti-Discrimination.

YEAR 8 SUBJECTS

Health and Physical Education - World Football (extension)

Learning Area	Health & Physical Education
Level of Study	Year 8
Length	One Semester (Semester 2) Elective

***Application criteria applies**

An additional cost applies for this program

The extension course will accelerate students' understanding and application of Football skills where students will refine their ability to work effectively within a high-tempo and competitive environment. Students will refine concepts to master their technical skills and tactical awareness. Students will extend their understanding of game-based concepts including transition, counter-attacking, team pressing and pressuring. Students will develop football analysis skills, incorporating ICT, to support their technical and tactical development.

The extension course consists of two focus areas:

- Practical Skills: Technical and Tactical Game-Based skill development
- Theoretical Concepts: Football Analysis

Additional Information

The extension course is subject to an application process in which World Football Program staff, under the guidance of Head Coach Marcos Flores, will determine candidates' suitability for selection into this program. This course is designed for players who are currently playing at a high level and are looking to extend their football skills within a high-intensity environment. Students choosing to study the extension course must have, and wear, the correct World Football uniform only on days they complete the practical skills components of the course. Students must sign and adhere to the World Football Program players agreement.

Assessment

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

- Practical Skills (70%)
 - Game Based Pre- and Post-Analysis Feedback
- Theoretical Concepts (30%)
 - Football Analysis and Journey Reflection Tasks

Humanities and Social Sciences

Learning Area	Humanities and Social Sciences
Level of Study	Year 8
Length	Full Year Compulsory

*Semester A and B indicate the pairing of subject sub-strands. Semesters can be studied in either order

History (Semester A)

Students study the progress of history from the end of the ancient period to the beginning to the modern period (c.650–1750 CE). Students study Medieval Europe through a focus on the Black Death and its impacts on the trajectory of human history and a depth study into Viking society, culture, and technology advancements.

Civics and Citizenship (Semester A)

Students learn about the different levels of government, types of laws, and how the different branches of government enact these laws. Students consider what it means to live in a democracy and what democratic rights and freedoms are available to Australians. Students evaluate how history, cultural diversity, and social norms influence national identity.

Geography (Semester B)

Students study landforms and landscapes and how urbanisation have impacted natural environments. By studying urbanisation, students consider push and pull factors of cities and how urban areas can become more sustainable. Students use the depth study of bushfires to examine how urbanisation has changed the Australian landscape and how this natural hazard impacts both built and natural environments.

Economics and Business (Semester B)

Students learn about the Australian economy through the 3-sector circular flow model. Students examine the four factors of production which influence wants and needs. Students become familiar with the concepts of taxation, the role of the workplace and basic budgeting.

Assessment

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

YEAR 8 SUBJECTS

Italian

Learning Area	Languages
Level of Study	Year 8
Length	Full Year Compulsory

**** Students select to study either Italian OR Japanese across both Year 7 and Year 8.**

In Year 8 Italian, students continue to use modelled and rehearsed language in familiar contexts and use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). Students identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian. Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched by the use of adjectives. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register, and study cultural topics such as family, friends, food, and celebrations.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

Japanese

Learning Area	Languages
Level of Study	Year 8
Length	Full Year Compulsory

In Year 8 Japanese, students continue to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Given their exposure throughout Year 7, students are expected to be mostly fluent with hiragana by the start of Semester 2. They continue to use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They continue to experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They broaden their knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They study cultural topics such as cities/travel and weekly routine, continuing to contrast similarities and differences between Japanese and Australian culture.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including completion of Education Perfect lessons, quizzes, workbook exercises

YEAR 8 SUBJECTS

Mathematics

Learning Area	Mathematics
Level of Study	Year 8
Length	Full Year Compulsory

In Year 8, student learning in Mathematics uses the Maths Pathway teaching and learning model. This model facilitates personalised learning for each student that enables each student to master content that they are ready for.

Each fortnight students complete individual and group learning activities, rich learning tasks, and a variety of learning activities designed to promote fluency, flexibility, and a positive approach to learning and using mathematics.

Mathematics in the Australian Curriculum consists of learning across six strands: Number, Algebra, Measurement, Space, Statistics, and Probability.

Assessment

Students demonstrate evidence of their learning through completing tests relating to their learning each fortnight, and investigations each term.

Overall grades are calculated from:

- The student's indicative level of learning
- The student's investigations.

Music (General)

Learning Area	The Arts
Level of Study	Year 8
Length	One Term Elective

***Students must study a Semester (two terms) from The Arts learning area**

This course aims to reiterate and extend learning from the Year 7 course. All students can access the Music (General) stream regardless of their music experience.

The course covers aspects of music theory including note names, lengths, treble and bass clef, simple time signatures, ledger lines and rhythmic dictation. Students will create and compose music using technology and gain practical experience in keyboard, guitar and drum kit.

Assessment

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

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Practical assessments
- Folio of compositions and soundscapes using 'Soundtrap'
- Written reflections on each composition

YEAR 8 SUBJECTS

Music (Specialist)

Learning Area	The Arts
Level of Study	Year 8
Length	One Semester Elective

***Students must study a Semester (two terms) from The Arts learning area**

The Music (Specialist) course caters for students who wish to extend their studies in music on their chosen instrument/voice. Students wishing to access the Music Advanced stream must either be currently learning a musical instrument/voice through a private instructor or planning to commence private instrumental/vocal lessons in the year of study.

This subject covers aspects of music theory including note names, lengths, treble and bass clef, simple time signatures, ledger lines, rhythmic dictation, key signatures, major and natural minor scales. Students will create and compose music using technology and gain practical experience through solo performance and playing in the class band.

Assessment

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

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Using the following assessment tasks:

- Theory Assignments
- Topic tests
- Practical assessments
- Folio of compositions and soundscapes using 'Soundtrap'
- Written reflections on each composition

Science

Learning Area	Science
Level of Study	Year 8
Length	Full Year Compulsory

In Year 8 Science, students:

- are introduced to cells as microscopic structures that explain macroscopic features of living systems,
- connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs,
- continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales,
- classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere,
- learn to classify matter at the atomic level and distinguish between chemical and physical change, and
- understand that chemical reactions also involve energy.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organize and process data and information. They analyse data and information to describe patterns, trends, relationships, and identify anomalies. They identify assumptions and sources of error in methods, analysing conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims, selecting and using language and text features appropriately for their purpose when communicating ideas, findings, and arguments to specific audiences.

Assessment

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

- Investigations Folio (60%)
- Practical Investigation
 - Research Investigations

- Skills and Applications Tasks (40%)
- Knowledge Assignments
 - Topic Tests

YEAR 8 SUBJECTS

Visual Art

Learning Area	The Arts
Level of Study	Year 8
Length	One Term - General One Semester - Specialist Elective

***Students must study a Semester (two terms) from The Arts learning area**

The Year 8 Visual Art course will further student's practical skills as well as their analytical skills through tasks that require them to research, plan, make, and respond. Students will extend their usage of visual art mediums with graphite, watercolour paint, collage, and multi-media artworks. They will also develop their understanding of how method contributes to the concept of a work.

Still Life: Students develop observational drawing skills using graphite.

Song Illustration: Students choose and respond to a piece of music. They use a variety of art mediums to produce a final artwork that illustrates the feeling of the song.

Watercolour Landscape: Students investigate the work of Australian artist, Albert Namatjira before experimenting with watercolour techniques. Students take reference photos while visiting a local area such as Wynn Vale Dam before creating their own watercolour artwork inspired by Namatjira.

Assessment

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

Practical Assessment (50%)

- Technique experimentation
- Still life drawing
- Song illustration
- Watercolour landscape

Theory Assessment (50%)

- Planning and concept development
- Artist research
- Reflection of skill development and completed artwork

Year 9

GLEESON



WITH ONE HEART

YEAR 9 CURRICULUM OVERVIEW

In Year 9, all students study Religious Education (Faith and Living), English, Humanities and Social Sciences, Mathematics, Science and Health and Physical Education.

Students can choose to study four semesters from:

The Arts Learning Area
(Music, Dance, Drama, Visual Art)

Technologies Learning Area
(Design and Technologies, Digital Technologies, Digital Design, Fashion and Jewellery Design, Food and Textiles, STEM - Engineering)

Languages Learning Area
(Italian, Japanese),

HaSS Learning Area
(Innovation)

Science Learning Area
(STEM - Earth and Space)

In **Health and Physical Education**, students have the option to participate in either of the College's Specialist Sport Programs, Netball or World Football, and/or the AFLW program.

Please note: Students can apply to enter an extension program for our Specialist Sports Programs; Netball or World Football, to continue studying specialist sport in Semester 2. The extension program is aimed at experienced, skilled players. To be considered, students must complete an Extension Program Application Form and meet the application criteria.

YEAR 9	
RELIGIOUS EDUCATION	Religious Education - Faith & Living
THE ARTS	Dance Drama Music A and B Visual Art
ENGLISH	English
HEALTH & PHYSICAL EDUCATION (H & PE)	Health and Physical Education H & PE - AFLW H & PE Netball H & PE - World Football
HUMANITIES AND SOCIAL SCIENCES (HaSS)	Humanities and Social Sciences HaSS - Innovation
LANGUAGES	Italian Japanese
MATHEMATICS	Mathematics
SCIENCE	Science STEM - Earth and Space
TECHNOLOGIES	CAD and Electronics Design and Technologies D & T - Food and Textiles D & T - Fashion and Jewellery Design Digital Technologies Digital Design

YEAR 9 SUBJECTS

Religious Education - Faith and Living

Learning Area Religious Education
Level of Study Year 9
Length Full Year
Compulsory

In Year 9, students are provided with broad opportunities to study a range of religious outcomes, which aim to foster a community of inclusion that welcomes all, through life-giving relationships in a bid to develop a whole school curriculum inspired by the Gleeson 10 values. These core values build a foundation and platform of faith formation, which reflects Catholic and Christian values, both in design and delivery.

The Religious Education curriculum and course will include a Retreat program, which will allow students to build understanding and knowledge of their relationships with God, Self and Others, as well as being able to participate in Practical Activities and a Reflection Assessment.

Religious Education Topics and Units:

- **Term 1:** The Bible, What Catholics Believe, Lent and Easter.
- **Term 2:** Mary and Judaism, Living with Good and Evil, Made in the Image of God (Being Human).
- **Term 3:** Made in the Image of God (Being Connected and Being Moral), Ecological Sustainability, Indigenous Spirituality.
- **Term 4:** Catholic Traditions and Celebrations, Made in the Image of God (Being Sexual), Advent and Christmas.

Assessment

Students demonstrate evidence of their learning through the following assessment types, which are school based. These include a variety of modes and outcomes including issues investigation, reflection and exploration, source analysis and practical activities such as group tasks, oral presentations and peer mentoring projects.

CAD and Electronics

Learning Area Technologies
Level of Study Year 9
Length One Semester
Elective

This course is designed to introduce students to the fundamentals of Computer-Aided Design (CAD) and Electronics. Students will explore the principles and applications of CAD software, learning to design and create digital models of various objects and systems. Additionally, they will delve into the world of electronics, gaining hands-on experience with circuits, components, and devices.

CAD and Electronics is a practical course aimed at developing students' skills in digital design and electronics assembly. Through a series of engaging projects, students will enhance their problem-solving abilities and critical thinking skills. The course also encourages students to consider the societal and environmental implications of CAD and electronic technologies.

Emphasis is placed on workplace health and safety practices, particularly when working with electronics components. Students will learn to identify and mitigate potential hazards associated with electronic circuits and devices.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 9 SUBJECTS

Dance

Learning Area	The Arts
Level of Study	Year 9
Length	One Semester Elective

Students will learn exercises as part of a Modern Technique class where their balance, coordination, strength and dance skills will be assessed. The class will learn two dance routines of varying genres, which will be included in the Gleeson College Arts Evening and will be part of their performance exam. Dance students will create choreography as a group using the composition skills taught through workshops in class, to perform to an audience of their peers with an option of performance at Gleeson College Arts Evening.

The class will view a live theatre performance of an Australian company to practice appraising dance through critical writing. The students will also complete reading and comprehension sheets during the semester to learn about Safe Dance Practices, stage craft elements of performance production and research information about Modern Dance Pioneers.

Further Information

This course has a strong practical focus and students will be required to bring a change of clothes for lessons. This does not have to be dance wear, any exercise wear will be fine but must be flexible enough to meet the demands of the flexibility required in class.

Assessment

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

- Developing and Practicing Skills (25%)
- Creating and Making (25%)
- Presentation and Performance (25%)
- Exploring and Responding (25%)

Using the assessment tasks of:

- Dance Technique Skills Assessment
- Composition and Extended Choreography creation
- Performance Preparation and Exam
- Dance Pioneers History Presentation
- Live Dance Theatre review

Design and Technologies

Learning Area	Technologies
Level of Study	Year 9
Length	One Semester Elective

This course provides students with an opportunity to build on skills and knowledge to use tools, machinery, computers, equipment and materials appropriately, safely and competently to design and create a range of products. Students will work through tasks that develop their decision-making and problem-solving skills that involves designing, investigating, planning, producing, and evaluating. This includes working with wood, metal and CAD software production techniques and assessment.

Design and Technologies is a practical, hands on course that aims to further develop students personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within the Design and Technology course.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 9 SUBJECTS

Design and Technologies - Fashion and Jewellery Design

Learning Area	Technologies
Level of Study	Year 9
Length	One Semester Elective

In this course students learn about the basics of jewellery design and manufacture, as well as exploring fashion trends within the industry.

Jewellery: Students respond to a design brief and investigate the use and creation of materials such as Resin, Polymer Clay and Acrylic jewellery. Students create multiple items of jewellery/ accessories throughout the term, utilising a variety of equipment including the laser cutter, moulds, stamps and jeweller's tools.

Fashion: Students are exposed to many new sewing techniques all of which are used to create a T-Shirt. Individual taste and interests are incorporated, as students can individualise their T-Shirt features. Students begin to understand and create their own patterns, as well as use Darts and Interfacing when constructing their final product.

Students create products utilising technologies such as a sewing machine, overlocker, laser cutter and jewellers' tools.

Please Note: Students will be asked to purchase material for their T-Shirt and bring along a basic sewing kit.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Design and Technologies - Food and Textiles

Learning Area	Technologies
Level of Study	Year 9
Length	One Semester Elective

Food and Textiles involves learning in two units - Cooking/Food and Sewing/Textiles.

Students learn about food safety and hygiene, whilst further developing their cooking skills in the kitchen. Students also increase their knowledge of contemporary food related issues. Students cook a variety of recipes, with an emphasis on healthy eating and development of different cookery methods, including the use of a Thermomix.

Through the textiles unit, students investigate ethical and sustainable clothing production practices. They also further develop their skills in using a sewing machine and overlocker. Students work through the design process to construct and design a Hoodie with optional extension of using a cricut machine to make personalised logo/embelishment (or design).

Please Note: students will be asked to purchase material for their Hoodie and bring along a basic sewing kit.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 9 SUBJECTS

Digital Technologies

Learning Area	Technologies
Level of Study	Year 9
Length	One Semester Elective

Year 9 Digital Technologies focuses on students' ability to create digital products within four key units - Digital Systems, Data, Digital Games, and Group Projects. Within these units students will examine networks, GML language, data, hardware, and video editing.

Students will collect, manage and analyse data sets, develop object oriented programming skills while creating a digital game and also plan, manage and write a technology investigation.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

Digital Technologies - Digital Design

Learning Area	Technologies
Level of Study	Year 9
Length	One Semester Elective

The Digital Design course offers students the opportunity to blend their technical skill in operating digital systems with flair creativity and aesthetic design elements. Students will follow a design and decision making process and use a range of digital programs and tools to manipulate images, text, videos and vectors to create a range of products.

Topics/skills could include Adobe Photoshop, Illustrator, video creating/editing, animation, and web design.

Further Information

A higher specification device is recommended in this subject. Students are provided a copy of the Adobe Creative Cloud, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install the software.

Please refer to the college website for device specifications. **BYOD Recommendations under 'Senior Years'** - <https://www.gleeson.sa.edu.au/byod.html>.

Assessment

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

- Practical Activities (70%)
- Technological Investigations (30%)

YEAR 9 SUBJECTS

Drama

Learning Area	The Arts
Level of Study	Year 9
Length	One Semester Elective

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character and maintain focus and manipulate space and time, language, ideas and dramatic action through further study of Stagecraft, Characterisation, Improvisation and a Group Production.

Drama develops skills in collaboration, creativity, and problem solving. Students may explore the role, skills and techniques of on or off-stage roles in their creative presentations. Students will present their Group Production to an audience.

Students will review a professional theatre performance to expand their skills of analysis and evaluation. This will enable students to develop an understanding of the effective use of drama elements and apply this to their own work.

Assessment

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

- Making 70%
- Responding 30%

Using the following assessment tasks:

- Creating a group performance for an audience
- Improvisation and play building
- Reflective response to live theatre
- Creative group presentations
- Issues based groups performance and reflection

English

Learning Area	English
Level of Study	Year 9
Length	Full Year Elective

In Year 9 English, students develop an understanding of how to use a variety of language features to create different levels of meaning. Texts chosen for study as a class explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives.

Students create a range of imaginative, informative and persuasive types of texts, and apply a range of structures, stylistic features and language techniques to describe, inform, persuade and entertain. They show collaboration while working in small groups, and foster independence through making choices in some of the text types and authors for analysis.

Assessment

Assessment is school based. Students will demonstrate evidence of their learning through the study and creation of a selection of the following text types that may include, but are not limited to:

- Creative Writing
- Oral presentations
- Essay/ Comparative Essay
- Poetry
- Novel/Film Study
- Multimodal presentations
- Group tasks and interviews
- Creative use of ICTs.

Pathways

Students who successfully complete Year 9 English will be promoted to Year 10 English. Students who enjoy English and have achieved strong academic results in Year 9 English may be invited to consider the English Accelerated Semester 2 course, which will allow students to study English as a Stage 1 subject in the second semester of Year 10, in order to achieve 10 SACE credits.

YEAR 9 SUBJECTS

Health and Physical Education

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	Full Year Compulsory

The Year 9 Health and Physical Education curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence.

Students develop specialised movement skills and understanding in a range of physical activity settings undertaken in different game categories. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students also undertake a Sports Education unit which supports them in developing and participating in a sports competition.

Assessment

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

Practical (80%)

- Sports and games will be selected from the game categories (Target, Invasion, Net/Wall, Striking/Fielding).

Theory (20%)

- Focus areas generally include Food and Nutrition, Safety and the Health Benefits of Physical Activity.

Health and Physical Education - AFLW

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	12 Weeks (Semester 2 only) Elective

Pre-Requisite

The Year 9 AFLW subject is offered to female students who have a keen interest in Australian Rules Football. This subject is a continuation of the Year 8 AFLW subject, although students can still enrol at Year 9 even if they have not previously studied AFLW. The student in this subject must have some experience in playing football and involvement in football teams outside of the school is desirable.

Students within the AFLW subject will benefit from receiving coaching and training from guest speakers and specialist AFL accredited coaches throughout the course. Students will study practical skills in all AFLW skill areas and include a larger focus on movement patterns in forward and defense. Higher order skills will include using the game sense approach, tactical play, game day strategies and setups. A focus will be on using game simulation videos of participants to teach correct positioning and decision making under pressure. Students will also undertake theory work that links with the Australian Curriculum as well as having a specific focus on Australian Rules Football. Theory topics will include: Nutrition of an AFLW footballer, Female Football Pathways and skill video reviews.

Assessment

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

Skill Development (80%)

Student ability and performance in AFLW sessions. Fitness and specific skills testing relating to AFLW will be used.

- Kicking analysis
- Movement and skill execution in game simulations including forward entry and defensive exit tactics

Theory (20%)

Based on assignments and tests undertaken during theory units.

- AFLW Nutrition Assignment
- Excursion Reflections

YEAR 9 SUBJECTS

Health and Physical Education - Netball

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	Semester One Elective

An additional cost applies for this program

The Year 9 Specialist Netball Program provides a course that builds upon the skills developed in Years 7 and 8, focusing on coaching. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their ability to coach younger players.

Practical lessons are enriched through external specialist coaching from elite-level netballers (such as from the Adelaide Thunderbirds) and further build upon the key Netball components of footwork, ball skills, attacking, defending, shooting, strategy, and fitness. Student development is enhanced through theory components to ensure holistic athlete development.

Assessment

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

Practical (80%):

- Performance across all practical lessons

Theory (20%):

- Sports Safety (aligned with regular PE theory, with added face-to-face Sports Strapping course)
- Nutrition (regular vs athlete)
- General coaching principles online accreditation (not graded)

Further Information (Extension Activity)

Year 9 Netball students will attend two excursions to extend their learning and experience:

- Thunderbirds training session (pending availability)
- Coaching practice with St Francis Xavier's Catholic School primary-level students

Health and Physical Education - Netball (extension)

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	One Semester (Semester 2) Elective

*Application criteria applies

An additional cost applies for this program

The Specialist Netball Extension program provides students with an in-depth course targeted at elite athletes with strong netball ability and understanding. Students will be able to refine and extend their understanding and skills in relation to the sport of netball. Students will be following targeted course to build strength and knowledge to assist in progressing through netball pathways.

Practical lessons are enriched through external specialist coaching from elite-level netballers and coaches (such as from the Adelaide Thunderbirds, Premier League & Intermediate Coaches) and further builds upon key Netball components of balls skills, attacking and defending, strategy, fitness, and team dynamics. Student development is enhanced through theory components to ensure holistic athlete development.

The Specialist Netball Extension program will be an application process. To be selected into the program your ability, understanding and intent will be considered. This process will be undertaken prior to approval to enter the extension program.

Assessment

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

Practical (80%):

- Performance across all practical lessons
- Strength and conditioning

Theory (20%):

- Develop a Diamond program
- Injury prevention

Extension activity:

- Interschool Tournament

YEAR 9 SUBJECTS

Health and Physical Education - World Football

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	One Semester (Semester 1) Elective

Pre-Requisite
Successful completion of Gleeson World Football Program at Year 8 and/or a demonstrated commitment to football and highly developed footballing skills

An additional cost applies for this program

The Year 9 World Football Program will enhance students understanding of the 'Gleeson Way' of playing. Students will refine their ability to work effectively within a 4-3-3 formation in order to keep ball possession and to move the ball fluently out from the back, through midfield and into attack. Students will practice concepts to improve their ability to quickly win back the ball when the opposition has the ball through pressing and pressuring. Students will begin to develop an understanding of how to effectively transition between the two game phases of ball possession and when the opposition has the ball.

Students will develop refereeing skills by completing their Laws of the Game online modules and undertaking the Level 4 Referees course through Football South Australia. Students will incorporate ICT to support their skill development.

Assessment

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

- Practical Assessment (70%)
 - Individual Skill Development and Game Based Ball Possession Skills.
- Theory Tasks (30%)
 - Focus Areas - Refereeing (including undertaking Level 4 Referee Course), Using ICT to develop football skills, Culture development.

Health and Physical Education - World Football (extension)

Learning Area	Health & Physical Education
Level of Study	Year 9
Length	One Semester (Semester 2) Elective

***Application criteria applies**

An additional cost applies for this program

The World Football Program Extension course will accelerate students' understanding and application of Football (Soccer) skills where students will refine their ability to work effectively within a high-tempo and competitive environment. Students will refine concepts to master their technical skills and tactical awareness. Students will extend their understanding of game-based concepts including transition, counter-attacking, team pressing and pressuring. Students will develop football analysis skills, incorporating ICT, to support their technical and tactical development.

World Football Program Extension course consists of two focus areas:

- Practical Skills: Technical and Tactical Game-Based skill development
- Theoretical Concepts: Football Analysis

Additional Information

The World Football Program Extension course is subject to an application process in which World Football Program staff, under the guidance of the Head Coach will determine candidates' suitability for selection into this program. This course is designed for players who are currently playing at a high level and are looking to extend their football skills within a high-intensity environment.

Students choosing to study World Football Program Extension course must have, and wear, the correct World Football Program uniform only on days they complete the practical skills components of the course.

Students must sign and adhere to the World Football Program players agreement.

Assessment

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

- Practical Skills (70%)
 - Game Based Pre- and Post-Analysis Feedback
- Theoretical Concepts (30%)
 - Football Analysis Task
 - Football Journey Reflection Task

Pathways

A satisfactory achievement in this course can lead to successful entry into Stage 1 Integrated Learning – World Football at Year 10.

YEAR 9 SUBJECTS

Humanities and Social Sciences (HaSS)

Learning Area	Humanities and Social Sciences
Level of Study	Year 9
Length	Full Year Compulsory

Geography (Semester 1)

Students study diverse environment biomes and their role in food and fibre production. Students complete a depth study into Australia's Great Southern Reef biome with a focus on how the reef can generate sustainable food security through kelp farming.

Economics and Business (Semester 1)

Students examine the role of Australia's financial sector and examine marketing decision-making, focusing on strategic advantages. Utilising their learning about the Great Southern Reef, students collaborate on a design thinking project to create an innovative product and pitch around either aquaculture or ecotourism.

History (Semester 2)

Students study the making and transformation of Australia (1750–1914) by evaluating the First Nations, European, and migrant perspectives of colonisation through to industrialisation and the Federation of Australia's colonies. Students also explore the causes, events, and outcomes of the First World War.

Civics and Citizenship (Semester 2)

Through their study of the First World War, students examine government structures through the conscription debate and the concept of national identity through a depth study into the spirit of the ANZACs and Remembrance Day.

Assessment

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

Humanities and Social Sciences - Innovation

Learning Area	Humanities and Social Sciences
Level of Study	Year 9
Length	One Semester Elective

Keen to learn more about business and innovation? Study Year 9 Innovation to be immersed in the world of business and entrepreneurialism!

Students learn about the Design Thinking Process and apply this to collaboratively solve real-world problems in the local school community. They seek and analyse data to come up with creative solutions to existing problems.

Students refine skills in research, communication, creative thinking, oral presentations and collaboration, while developing an entrepreneurial mindset to approach current and future problems with.

Assessment

Students demonstrate evidence of their learning through a series of journal tasks, incorporating evidence of their progress throughout the development of their innovative business solution, as well as a group presentation showcasing the culmination of their collaborative efforts into a 'pitch'.

Students are encouraged to find creative ways to showcase their learning, including persuasive elevator pitches.

Pathways

This subject provides students with excellent base knowledge and skills to be successful in:

- Year 10 Commerce
- Stage 1 Business Innovation
- Stage 2 Business Innovation

YEAR 9 SUBJECTS

Italian

Learning Area	Languages
Level of Study	Year 9
Length	Full Year Elective

Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences.

Students develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression.

Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, *prima ... poi ... infine*). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They study cultural topics such as the home, family, travel, fashion, and daily routine.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including quizzes, workbook exercises

Pathways

Satisfactory completion of a full year of Italian is required to continue Italian in to the senior years and be eligible to apply to attend the biennial Italian Trip.

Japanese

Learning Area	Languages
Level of Study	Year 9
Length	Full Year Elective

Students entering Year 9 Japanese are expected to have mastered the hiragana alphabet, and therefore be able to read and write basic Japanese.

They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments.

Students build on their mastery of hiragana and begin learning katakana, understanding sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

They study cultural topics such as school life, daily routine, hobbies and festivals/celebrations.

Assessment

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

- Oral tasks, including presentations, videos, roleplays, sketches, conversations, self-introductions, etc
- Reading and writing tasks, including vocabulary, grammar and/or alphabet tests
- Cultural tasks, including film studies, research and reflection tasks, investigations
- Formative tasks, including quizzes, workbook exercises

Pathways

Satisfactory completion of a full year of Japanese is required to continue Japanese in to the senior years and be eligible to apply to attend the biennial Japan Trip.

YEAR 9 SUBJECTS

Mathematics

Learning Area	Mathematics
Level of Study	Year 9
Length	Full Year Compulsory

Students completing Year 9 Mathematics study topics across the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They develop their confidence in using and applying Mathematics through the four proficiency strands: Understanding, Fluency, Problem-Solving, and Reasoning.

Year 9 Mathematics focuses on developing skills in:

- The index laws
- Proportionality
- Simple interest
- Graphs of linear and non-linear relationships
- Areas of composite shapes
- Surface area and volume
- Similarity of geometric shapes
- Pythagoras' theorem
- Trigonometry
- Understanding probability for two-step experiments
- Statistical calculations and displaying data

Assessment

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

- Tests (60%)
- Investigations (40%)

Music A

Learning Area	The Arts
Level of Study	Year 9
Length	One Semester (Semester 1) Elective

In Music A students are encouraged to express themselves creatively and practically utilising their theory knowledge. Students choosing Music in Year 9 should have the intention of learning a musical instrument and are encouraged to join one of Gleeson College's extra-curricular ensembles. Those who have future goals and aspirations in Music should also choose Music B and therefore study Music for a full year.

This course builds on students' prior knowledge of music theory and students will also learn to aurally recognise rhythms and intervals. Students will compose, arrange, record and edit music using various music technologies and gain practical experience in both ensemble and solo performance.

Assessment

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

Exploring and responding

- Analysing music
- Written reflections on their own creative works including compositions/arrangements/recordings
- Developing Practices and Skills
- Theory Assignments/projects/tests

Presenting and performing

- Ensemble performance
- Solo Performance

Creating and making

- Folio of compositions, arrangements or recordings.

Pathways

Satisfactory completion of a full year of Music is required to continue Music in to the senior years.

YEAR 9 SUBJECTS

Music B

Learning Area	The Arts
Level of Study	Year 9
Length	One Semester (Semester 2) Elective

Pre-Requisite
Successful completion of Music A in Semester 1 for entry into Music B in Semester 2.

Music B caters for students who are committed to their music studies and wish to extend themselves creatively, practically and theoretically. Only students who have chosen 'Music A' in Semester 1, can also choose 'Music B' in Semester 2. Students must be currently learning a musical instrument/voice through a private instructor. Students in this course are also encouraged to join one of Gleeson College's extra-curricular ensembles.

This course builds on students' prior knowledge of music theory, introducing new concepts and compositional techniques. Students will also learn to aurally recognise rhythms, scales, intervals, major and minor chords and melodies. Students will compose, arrange, record and edit music using various music technologies and gain practical experience in both ensemble and solo performance.

Assessment

Students demonstrate evidence of their learning through the following assessment types

Exploring and responding:

- Analysing music
- Written reflections on their own creativeness including compositions/arrangements/recordings

Developing Practices and Skills

- Theory Assignments/projects/tests

Presenting and performing

- Ensemble performance
- Solo Performance

Creating and making

- Folio of compositions, arrangements or recordings.

Pathways

Satisfactory completion of a full year of Music is required to continue Music in to the senior years.

Science

Learning Area	Science
Level of Study	Year 9
Length	Full Year Compulsory

In Year 9 Science, students:

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

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organize and process data and information. They analyse data and information to describe patterns, trends, relationships, and identify anomalies. They identify assumptions and sources of error in methods, analysing conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims, selecting and using language and text features appropriately for their purpose when communicating ideas, findings, and arguments to specific audiences.

Assessment

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

Investigations Folio (60%)

- Practical Investigation
- Research Investigations

Skills and Applications Tasks (40%)

- Knowledge Assignments
- Topic Tests

YEAR 9 SUBJECTS

STEM - Earth and Space

Learning Area	Science
Level of Study	Year 9
Length	One Semester (Semester 2) Elective

Topic 1: The Geometry of the Earth

In Mathematics, students learn geometry on a flat surface. The Earth's surface, however, is curved; this has implications for how we measure position and distance between points on the Earth's surface, and the most efficient ways to move people and cargo around the world.

Students will build on understanding from Semester 1 of Year 9 Mathematics to explore these concepts and explore how algorithmic thinking can assist in decision making.

Topic 2: Exploring the Universe

The last few years have seen many exciting developments in space science and access to space, including the launch of the Australian Space Agency, based in Adelaide. In this topic, students will explore several aspects of astronomy, including the solar system and beyond, as well as the benefits and costs of space-based technology for life on Earth.

Topic 3: Sustainability in inhospitable environments

A challenge for the next generation is how to grow food in inhospitable conditions, such as deserts, cities, in space, and potentially on other planets. In this open-ended unit, students will explore issues in growing food sustainably in an inhospitable environment, and possible solutions to these issues.

Assessment

Students demonstrate evidence of their learning through developing a folio of learning, which will include assignments, reports, and in-class tasks.

Visual Art

Learning Area	The Arts
Level of Study	Year 9
Length	One Semester Elective

The Year 9 Visual Art course further develops student creative and critical thinking skills through art and design projects. Students continue to extend their use of art mediums with lino printmaking and graphite drawing. They are also challenged to develop their individual artistic practice with their unique response to a theme. Students are encouraged to use and manipulate a range of art mediums throughout this course to suit their interests.

Assessment

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

Practical Assessment (50%)

- Technique experimentation
- Poster design
- Lino printing
- Portraiture
- Theme-based artwork

Theory Assessment (50%)

- Planning and concept development
- Artist research
- Reflection of skill development and completed artwork

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