

Curriculum

Handbook

GOLDEN GROVE HIGH SCHOOL

2023 - Discovery Centre - Middle School



Respect - Equality - Pride - Integrity - Resilience

"Success for all"



Government of South Australia
Department for Education

Middle School Curriculum

The Middle School Curriculum at Golden Grove High School refers to students in Year 8, Year 9 and Year 10.

The curriculum offered during these years is based upon the Australian Curriculum:

- Mathematics
- English
- Science
- Community Access
- Arts
- Health and Physical Education
- Humanities
- Technologies
- PLP (year 10)

Middle school students experience each of the nine learning areas. Some subjects are not available every year and is based on the subjects selected by the cohort for that year.

As students' progress through the school, different subjects become available both on and off campus to allow students to personalise their subject selections in areas of particular interest or ability.

Our I.D. Program is delivered to all year levels by House Group Teachers in one 40 min lesson per week. The aim of this program is to equip our students with the skills and dispositions they need to successfully navigate the world of school and beyond. The curriculum centres around the strands of Wellbeing, Futures, Identity and Citizenship.

Learning disposition are integrated and taught across all learning areas to develop lifelong skills which are integral for all individuals.

- **COLLABORATIVE** - A collaborative learner works productively with others, bringing together and building on their skills, ideas, and talents to achieve goals.
- **CREATIVE** - A creative learner uses imagination and new ideas to solve problems, take risks, experiment, and make mistakes whilst learning.
- **REFLECTIVE** - A reflective learner considers how their thinking and actions influenced outcomes and applies this to future learning.
- **RESILIENT** - A resilient learner embraces challenges with optimism, confidence, and a growth mindset, using problem-solving skills to progress after setbacks.
- **SELF-MOTIVATED** - A self-motivated learner sets high personal expectations, uses initiative to achieve goals and directs their own learning.

Subject Overviews

Mathematics

COMPULSORY 4 LESSONS PER WEEK FOR FULL YEAR

The Mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts. The whole curriculum is based around functional numeracy.

Students develop and use personal and social capability as they apply mathematical skills in a range of personal and social contexts. This may be through activities that relate learning to their own lives and communities, such as time management, budgeting, and financial management, and understanding statistics in everyday contexts.

Topics will include:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Time
- Chance
- Data representation and interpretation

All topics will focus on:

- Recognising
- Recalling
- Explaining
- Calculating
- Problem solving
- Comparing
- Estimating

Subject Overviews

English

COMPULSORY 4 LESSONS PER WEEK FOR FULL YEAR

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. The whole curriculum is based around functional literacy.

It is through the study of English that individuals learn to:

- analyse
- understand
- communicate with and
- build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society.

The Australian Curriculum, English, aims to ensure that students learn to listen, read, view, speak, write, and create.

Students will also investigate the language used in the media and in everyday life, using a variety of written and non-written texts such as greeting cards, discussions, picture books, debates, radio broadcasts, newspaper articles and emails.

They will develop their reading, listening, speaking, writing, viewing, investigating, researching, and thinking skills by finding information, analysing texts and by producing a large variety of their own texts, in oral, written, and multimodal forms.

They will be able to develop and extend their own taste in literature during a weekly silent, sustained reading lesson.

This subject will focus on:

- Functional Literacy
- Fundamentals of reading
- Spelling, Grammar
- Creative Writing
- Reading a Variety of Texts
- Report Writing

Students will build on their existing knowledge, skills, and experience to improve their English skills.

Subject Overviews

Science

COMPULSORY 2 LESSONS PER WEEK FOR FULL YEAR

Science provides a way of answering interesting and important questions about the biological, physical, and technological world. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems. In addition to its practical applications, learning science is a valuable pursuit in its own right.

Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Science across the 3 middle years of school is taught on a 3-year rotation as follows. Students will enter at different stages of the cycle but will experience the entire curriculum by the end of year 10.

Year 1 - Semester 1	Year 1 - Semester 2
Living and non-living Animals Develop an understanding of living non-living things and ecosystems. Adaptation to animals' habitats Food chain	Earth and Space Introduction to Earth systems Earth process-energy transfers and impact of Earth hazards. Living on Earth-extracting, using, and managing Earth resources The changing Earth-the cause and effect
Year 2 – Semester 1	Year 2 – Semester 2
Body systems Body system Microbes and disease Human health and diet Disease	Natural Disasters Earthquake Fire and Drought Volcano Wild weather
Year 3 – Semester 1	Year 3 – Semester 2
Energy Energy changes form but does not disappear. Heat energy Sound energy Light energy and communication Electrical energy Using and conserving energy Alternative sources of energy and conservation	Saving the planet Global warming-investigating how human actively affects global system. Investigating the effect of climate change on sea levels and biodiversity Investigating currently occurring changes to permafrost and sea ice and the impacts of these changes Explaining the cause and effect of the greenhouse effect

Subject Overviews

Community Access

COMPULSORY 1 DAY PER WEEK FOR FULL YEAR

This program is designed to provide students with the opportunity to develop skills, understandings, and knowledge to function resourcefully, efficiently and safely with a degree of independence within the wider community.

Students will have the opportunity to become familiar with the skills required to catch a bus, read bus timetables, and orientate themselves around the city.

Students will have the opportunity to develop an understanding of the concept of time and money, develop navigation skills through landmark identification, the use and understanding of maps in an outdoor/ real life application setting etc.

LITERACY Students develop literacy capability as they communicate verbally, read, and interpret community information including signs and bus timetables. Students practice reflective planning and evaluation responses.

NUMERACY Students develop numeric capability as they manage their own money transactions, ticket management, read, interpret, and respond to information in particular bus/ train/ tram timetables.

CRITICAL & CREATIVE THINKING Students develop problem solving skills individually and in teams as they access learning opportunities within the community. Literacy and Numeracy problem solving skills are applied to real- life situations.

PERSONAL & SOCIAL CAPABILITY Students develop communication and collaborative skills as they interact, question, inquire, contribute, analyse, and review their experiences. Students develop responsibilities for personal and group safety, friendships, and leadership.

ETHICAL UNDERSTANDING Students develop personal values and codes of behaviour as they interact with others in the community. They observe, discuss, and develop an appreciation and respect for difference-cultural, social, physical and disability.

INFORMATION & COMMUNICATION TECHNOLOGY Students develop planning and problem-solving skills as they learn to use many forms of public transport, develop itineraries, and plan the days' routine in groups and individually. Students use a range of technology devices to access information for planning travel times and routes, itineraries, and venues.

The curriculum focuses on 3 strands:

SAFETY IN THE COMMUNITY

- Risk management
- Personal safety
- Road safety
- Public transport skills

SOCIAL DEVELOPMENT

- Peer friendships
- Communication & Conversation skills
- Team skills
- Leadership skills
- Community responsibilities

SKILLS DEVELOPMENT

- Time management
- Money management
- Personal organisation
- Navigation skills

Subject Overviews

The Arts

**COMPULSORY 2 LESSONS PER WEEK FOR FULL YEAR
(AN ADDITIONAL 2 SEMESTERS CAN BE SELECTED)**

The Arts have the capacity to engage, inspire and enrich all students learning, exciting the imagination and encouraging students to reach their creative potential.

Students can experience the joy of self and global discovery by stepping outside of the box and using creativity to nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to think about their own lives and experiences and their connection to the lives and experiences of others.

There are 5 subjects to choose from within the area of the Arts:

- Visual Art
- Digital Art & Design
- Creative Arts - Drama
- Creative Arts – Music
- Creative Arts – Magazine/Yearbook

VISUAL ART

1 or 2 Semesters

In the Arts, students learn as artists and audience through the intellectual, emotional, and sensory experiences of the Arts. They will acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

Through the Arts, students learn to express their ideas, thoughts, and opinions as they discover and interpret the world. Students will be given opportunities to study various artists, including those of Aboriginal Australia, to learn more about their world and their understanding of it.

Students will learn to work independently, collaboratively and use language terms specific to the Arts as they navigate visual arts in different mediums such as sketching, painting, sculpture, street art and others.

DIGITAL ART & DESIGN / CREATIVE DESIGN

1 or 2 Semesters

In Digital Art & Design, students learn as artists and audience through the intellectual, emotional, and sensory experiences of the Arts. They will acquire knowledge, skills and understanding specific to digital arts and develop critical understanding that informs decision making and aesthetic choices.

Throughout the topic students will learn to express their ideas, thoughts, and opinions as they discover and interpret the global and digital world. Students will be given opportunities to study various artists, including those of Aboriginal Australia, to learn more about their world and their understanding of it.

Students will learn to work independently, collaboratively and use language terms specific to digital art and design as they navigate digital art and design in different mediums such as character design, website design, fashion design and digital painting and sketching.

In the Creative Arts - Magazine/Yearbook Design, students learn to design and create a Yearbook Magazine that reflects over that current year. Students will acquire knowledge, skills and understanding specific to digital platforms such as photography, InDesign and Photoshop and implement the core elements of design. Students will have opportunities to collect, analyse and reflect on findings and data from other students to create and work on a design brief for others as well as themselves.

Throughout the topic, students will learn to work independently and collaboratively on projects and expand their communication skills as they portray the year others have had. They will learn leadership and teamwork capabilities as they take the reins and run the project with the facilitation of staff creating a unique Yearbook Magazine.

CREATIVE ARTS - DRAMA

1 or 2 Semesters

In Drama, students will have the opportunity to learn a variety of performance skills in different styles. They will present their work by creating their own performances as well as working with small scripts.

Topics may include:

- Mime
- Improvisation
- Comedy
- Monologues
- Script writing
- Movie making
- Physical theatre
- Puppetry
- Voice and projection
- Musical theatre
- Greek theatre
- Australian Theatre
- Realism
- Surrealism

CREATIVE ARTS - MUSIC

1 or 2 Semesters

In music students will learn about different music styles and instruments. They will also learn about how sound is made as well as rhythm, sequence, composition and notation using a combination of interactive technology, practical instrument playing and video technology.

Students may learn:

- Percussion
- Recorder
- Ukulele
- Xylophone
- Voice
- Music video production

Subject Overviews

Health and Physical Education

**COMPULSORY 2 LESSONS PER WEEK OF HEALTH FOR THE WHOLE YEAR
DANCE/PHYSICAL EDUCATION OR OUTDOOR EDUCATION FOR A SEMESTER
(THIS CAN BE EXTENDED TO A FULL YEAR)**

HEALTH

The health curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety, and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe, and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety, and wellbeing.

The focus areas to be addressed across the Middle School years are:

- Keeping Safe
- Rights and Responsibilities
- Body Language and Communication Styles
- Friendship and Conflict Resolution
- Communication
- Relationships and Sexuality
- Alcohol and Drugs – Legal and Illegal
- Body Image
- Hygiene
- Puberty
- Mental Health and wellbeing
- Healthy Lifestyles

PHYSICAL EDUCATION

1 or 2 Semesters

Students will develop their hand-eye co-ordination, basic skills, sports knowledge, and teamwork skills across a variety of sports and activities. Some of the sports and skills introduced may include the following:

Sports Covered may include:

- Cricket
- Athletics
- Tennis
- Fitness
- Gym/weights
- Soccer
- Badminton
- Basketball
- Netball
- Football
- Hockey
- Multicultural Games
- Golf

Skills may include:

- Knowledge of the Rules
- Catching and Throwing
- Game Sense
- Kicking
- Running Plays
- Movement
- Hand eye coordination
- Scoring
- Planning
- Teamwork
- Sportsmanship
- Communication
- Coaching

DANCE

1 or 2 Semesters

Students will have the opportunity to explore different types of movement and styles of dance including Hip hop, Jazz, Contemporary, Tap, Ballet, Aerobics, Zumba, indigenous and yoga. They will also learn about expressing feelings, telling stories, and creating meaning by using their bodies. The Dance lessons will also help students develop their spatial and self-awareness.

Topics will include:

- Movement
- Rhythm
- Timing
- Sequencing
- Choreography

OUTDOOR EDUCATION

1 or 2 Semesters

The course includes a look at the environmental issues and human impacts. Students will also experience outdoor pursuits of sailing and bushwalking, map reading and camp craft activities with focus on cooking with light weight cooking stoves.

Topics will include:

- Bush walking
- Tents
- Trangia's (camp cooking)
- Environmental sustainability
- Outdoor games and activities

Subject Overviews

Humanities

COMPULSORY 2 LESSONS PER WEEK FOR THE WHOLE YEAR

	Year 1	Year 2	Year 3
Geography	Landscapes and Landforms	Australia's Connections to the Rest of the World	Australian Geography States, Territories, Cities and Landmarks
History	World Wars and Global Crises	World History and Inventions and discoveries	Australian History and Ancient Civilizations
Civics and Citizenship	Our Laws	Our Multicultural Society	How our Government Works

GEOGRAPHY

The Geography curriculum provides a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Topics include:

- Australian Geography
- Australia's Connections to the Rest of the World

HISTORY

The history curriculum allows students to engage with past events and act as a detective to investigate and draw their own conclusions, encouraging curiosity and critical thinking. Students will develop skills to research, investigate and analyse different primary and secondary sources and communicate with their peers around local and global issues that shape our present. The context allows for students to better understand our society and culture, and the cultures of other nations, whilst contributing to a culturally sensitive and informed school community.

Topics may include:

- Australian History (Including Aboriginal and Torres Strait Islander histories)
- World History – Ancient Civilisations
- World History – World Wars and Global Crises
- World History – Inventions and Discoveries

CIVICS AND CITIZENSHIP

The Civics and Citizenship curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the values that shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

Topics may include:

- Our multicultural society
- How our government works
- Our laws

Subject Overviews

Technologies

**COMPULSORY 2 LESSONS PER WEEK FOR FULL YEAR
(AN ADDITIONAL 2 SEMESTERS CAN BE SELECTED)**

DESIGN TECHNOLOGY

1 or 2 Semesters

This subject introduces students to a workshop environment and workshop safety. Students will use various tools to manufacture and assemble a product.

Students may also be introduced to the design process and CAD software packages to assist them in the realisation of their product.

Students may also have the opportunity to undertake metal work, plastics, sand blasting etc depending on availability, class ability and students' interests.

HOME ECONOMICS (Kitchen Operations)

1 or 2 Semesters

In order to influence student behaviour in terms of healthy eating and nutrition it is important to provide students with opportunities to learn about where their food comes from, how it is produced, why they choose it, the benefits of healthy eating, what food is nutritionally sound and how they can prepare it.

The subject engages and motivates young people and provides them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students participate in the preparation and cooking of various recipes which introduce them to new skills in a kitchen setting such as measuring, baking, using knives safely and time management when cooking.

HOME ECONOMICS (Kitchen Operations)

1 or 2 Semesters

Students will learn about textiles and their application. Students will learn about where materials come from, the different sewing techniques, how to sew on a button, make small repairs and may also have the opportunity to produce different items.

The subject engages and motivates young people and provides them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students participate in textiles and sewing applications which introduce them to new skills which may include sewing, knitting, repair work etc.

DIGITAL TECHNOLOGY

1 or 2 Semesters

Students develop proficiency in using ICT systems to enhance learning and life skills. ICT capability supports and enhances student learning across all areas of the curriculum. Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours, and dispositions that comprise ICT capability. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

STEM (science, technology, engineering, mathematics)

1 or 2 semesters

A variety of STEM subjects may be offered depending on staffing and student choice. STEM is a combination of skills and knowledge from science, technology, engineering and mathematics. STEM requires students to use their problem-solving skills to come up with solutions to a variety of issues and/or situations. STEM subjects could include but are not limited to Building, Games design, Computer games programming etc.

Subject Overviews

Personal Learning Plan

COMPULSORY SACE SUBJECT COMPLETED IN YEAR 10

FULL YEAR

10 CREDITS STAGE 1 SACE

The Personal Learning Plan (PLP) is a compulsory subject, which all Year 10 Students will study as an introduction into their SACE.

The PLP will help students to plan their SACE studies, map out their future, and identify goals needed to achieve progress towards work, training, or further education.

The PLP will assist students to make responsible decisions about their course selection for Stage 1 (Year 11) and Stage 2 (Year 12).

Work Experience/Volunteer work is a compulsory part of the course, which will be organised as part of the Community Access Program.

CONTENT

- Personal Development focusing on skills, learning, strengths and aspirations.
- Apply tools and strategies to identify and refine short and long term goals.
- SACE Capabilities and Graduate Qualities and Capabilities exploration and understanding.
- Career Investigation.
- Work Experience/Volunteer Work.
- Work Ready Skills
- Portfolio: includes organisation, preparation and reflection of work experience and preparation of a resumé and cover letter.
- Self reflection on individual experience during PLP course.

Key Learning Areas

Key Area 2: Personal Development

Key Area 3: Interpersonal and Relationship Skills

Key Area 6: Learning and thinking skills

Key Area 7: Planning and Decision- making skills

Key Area 8: Work Skills

SACE Learning Goals

- Demonstrates an ability to identify personal qualities, interests, and strengths to develop their personal identity.
- Demonstrate an ability to understand planning and decision-making skills by implementing strategies to identify and refine short term and long-term goals. (Key area 6, Key area 7)
- Demonstrates an ability to participate in activities inside and outside the school environment e.g. experience in a range of sporting and /or recreational activities
- Demonstrates an ability to develop work ready skills while investigating post-secondary/ work and volunteering options by visiting the choices in their local area (e.g. Bedford, Minda) (Key area 3, Key area 8)