

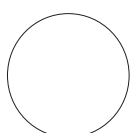


2027

**MIDDLE SCHOOL**

*Curriculum Handbook*

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# WELCOME

*Welcome to the Subject handbook for the Middle School (Years 7, 8 and 9) at St John's Grammar School. In these pages you will find descriptions each of the subjects offered in our Middle School, as well as information about subject pathways from Middle School through to Senior School for each subject area.*

## Year 7

Year 7 students at St John's Grammar School take an exhilarating step into Middle School and the Secondary Campus. They benefit from specialist teaching and experience a wide range of subjects. Students also develop a sense of belonging and camaraderie with their core classes, with whom they typically share three or more lessons a day. Students in Year 7 undertake English, Science, Mathematics, Humanities, Physical Education and the Wings Program for a full year, and Indonesian and Japanese for a semester each. Technologies, Art, Music, Drama and Philosophy are studied, giving a broad range of learning experiences across a range of learning areas. This experience will inspire some of the elective choices and study pathways students choose to pursue in the years ahead. The Year 7 curriculum is focused on the central 'Imagine' theme, encouraging students to immerse themselves in a range of engaging learning experiences, focusing on building knowledge and skills for the future, and finding subject areas that ignite their learning passions.

## Year 8

Year 8 is a time of exciting learning and great vibrancy at St John's Grammar School. Students can begin shaping their learning pathways with the selection of four elective subjects, while also building upon their existing knowledge and skills in the core subjects. Year 8 students continue with many of the subjects studied in Year 7. All students undertake English, Science, Mathematics, Physical Education (PE), Languages, Humanities and Wings for a full year. Students select either Japanese or Indonesian, and then three trimesters of individually chosen elective subjects. There is an excellent range of elective subjects students can choose from, and many of these lead to further study in Year 9 and the Senior School.

## Year 9

Year 9 – the final year of Middle School – is an important, action-packed 12 months at St John's Grammar School. The Year 9 'Become' curriculum includes core subjects that build upon and broaden students' knowledge and skills in English, Science, Mathematics, Physical Education and Humanities. Students also undertake The Rite Journey; a highly rewarding program that leads to a brilliant Year 9 camp in the Flinders Ranges. Students choose four semesters of elective subjects in Year 9; some electives are offered as single-semester courses, while others can be studied for one or two semesters. The study of Languages is not compulsory, as it is in Years 7 and 8, but students can select Indonesian or Japanese for a full year as one of their elective subjects.

**Nick Raimondo**

Head of Learning & Curriculum

**Ben Clark**

Head of Middle School

## Y E A R 7

|         |         |       |          |            |            |              |
|---------|---------|-------|----------|------------|------------|--------------|
| English | Science | Maths | Wings/PE | Humanities | Indonesian | Art          |
|         |         |       |          |            | Japanese   | Music        |
|         |         |       |          |            |            | Drama        |
|         |         |       |          |            |            | Technologies |
|         |         |       |          |            |            | Philosophy   |

## Y E A R 8

|         |         |       |            |                              |            |            |
|---------|---------|-------|------------|------------------------------|------------|------------|
| English | Science | Maths | Wings / PE | Indonesian<br>OR<br>Japanese | Humanities | Elective 1 |
|         |         |       |            |                              |            | Elective 2 |
|         |         |       |            |                              |            | Elective 3 |

## Y E A R 9

|         |         |       |                         |            |          |          |
|---------|---------|-------|-------------------------|------------|----------|----------|
| English | Science | Maths | Rite<br>Journey<br>/ PE | Humanities | Elective | Elective |
|         |         |       |                         |            | Elective | Elective |

# MATHEMATICS

## Y E A R 7 - 9 O V E R V I E W

At St John's we see Mathematics as a way to understand the patterns that exist within our world. Whether working alongside the fields of the Science, Humanities, Business or even the Arts, we teach Mathematics to enable students to model and solve real world problems.

Students learn to find the best solutions and make new discoveries. Most importantly, we know that students learn most effectively when they work on problems that they enjoy.

In Mathematics lessons we aspire students to develop the ability to think critically. They are taught to communicate reasoning, reflect upon ideas, consider limitations and apply knowledge to new problems that they have not seen before.

Students will always be striving to improve their Mathematical fluency, giving them the confidence to use these skills into their adult lives. In our programs we also challenge students to develop a mastery of digital tools, and even more, a sense of where and when these tools are best used.

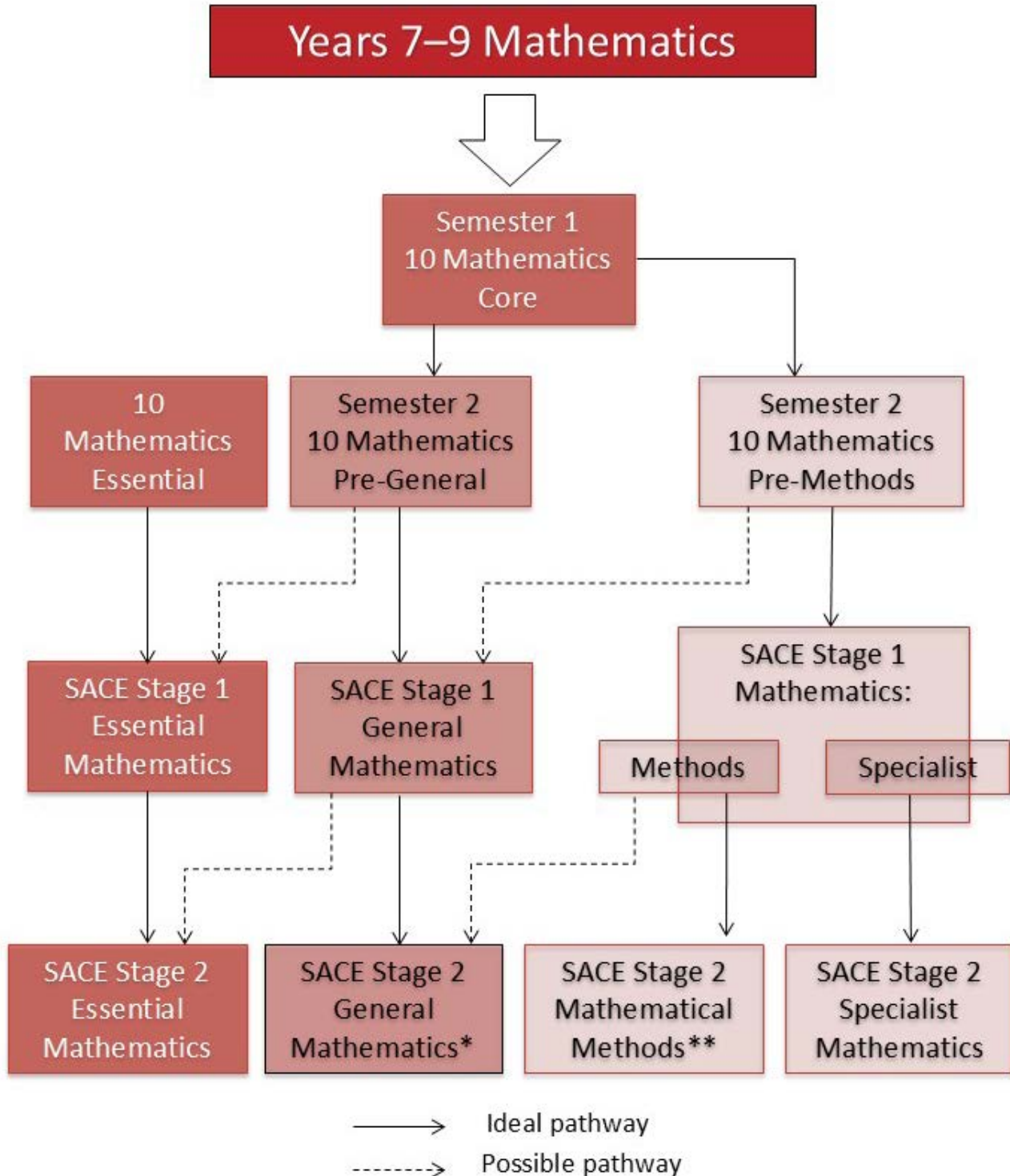
The programs on offer at St John's Grammar cater for all needs and all levels. Whether it be building on the essentials to navigate the challenges of life or developing the skills needed to thrive in our innovation driven economy, all of our programs on offer have a pathway to university study.

More details of the pathways that our Senior School courses lead to are given in the subject descriptions

# MATHEMATICS

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



\*Recommended minimum B+ grade from Stage 1 General Mathematics, or C grade from Stage 1 Pre-Methods, to proceed to Stage 2 General Mathematics

\*\*Recommended minimum B grade from Stage 1 Pre-Methods to proceed to Stage 2 Methods

# MATHEMATICS

## YEAR 7 SUBJECT

### Year 7 Mathematics - Full Year

Students study the Australian curriculum: Mathematics in Year 7, and there are a variety of class arrangements to suit students' learning needs. These include Enrichment and Essentials classes in addition to core Year 7 Mathematics, which adjust the breadth and pace of learning to assist students to achieve their best. The three areas of study are Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students learn to describe patterns with whole numbers, recognise equivalences between fractions, decimals, percentages and ratios, plot points on the Cartesian plane, identify angles formed by a transversal crossing a pair of lines, and connect the laws and properties of numbers to algebraic terms and expressions.

Basic problem-solving skills are developed to include formulating and solving authentic problems using numbers and measurements, working with transformations, identifying symmetry, calculating angles, and interpreting sets of data collected through chance experiments.

Assessment tasks include regular topic tests, homework assignments, investigations, and an examination in the second semester.

## YEAR 8 SUBJECT

### Year 8 Mathematics - Full Year

Students study the Australian curriculum: Mathematics in Year 8, and there are a variety of class arrangements to suit students' learning needs. These include Enrichment and Essentials classes in addition to core Year 8 Mathematics, which adjust the breadth and pace of learning in order to assist students to achieve their best.

The Year 8 Mathematics courses build on the foundational work studied in Year 7: understanding and application of skills in number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships, units of measurement, geometric reasoning, chance and data representation and interpretation. Incorporated within the topics are investigative components of work which serve to link the learning in the classroom with applications and events in the real world.

At this year level, students begin describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area. Problem solving is developed to include formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.

Assessment tasks include regular summative topic tests, homework assignments and investigations. Examinations are held at the end of both semesters.



# MATHEMATICS

## YEAR 9 SUBJECT

### Year 9 Mathematics - Full Year

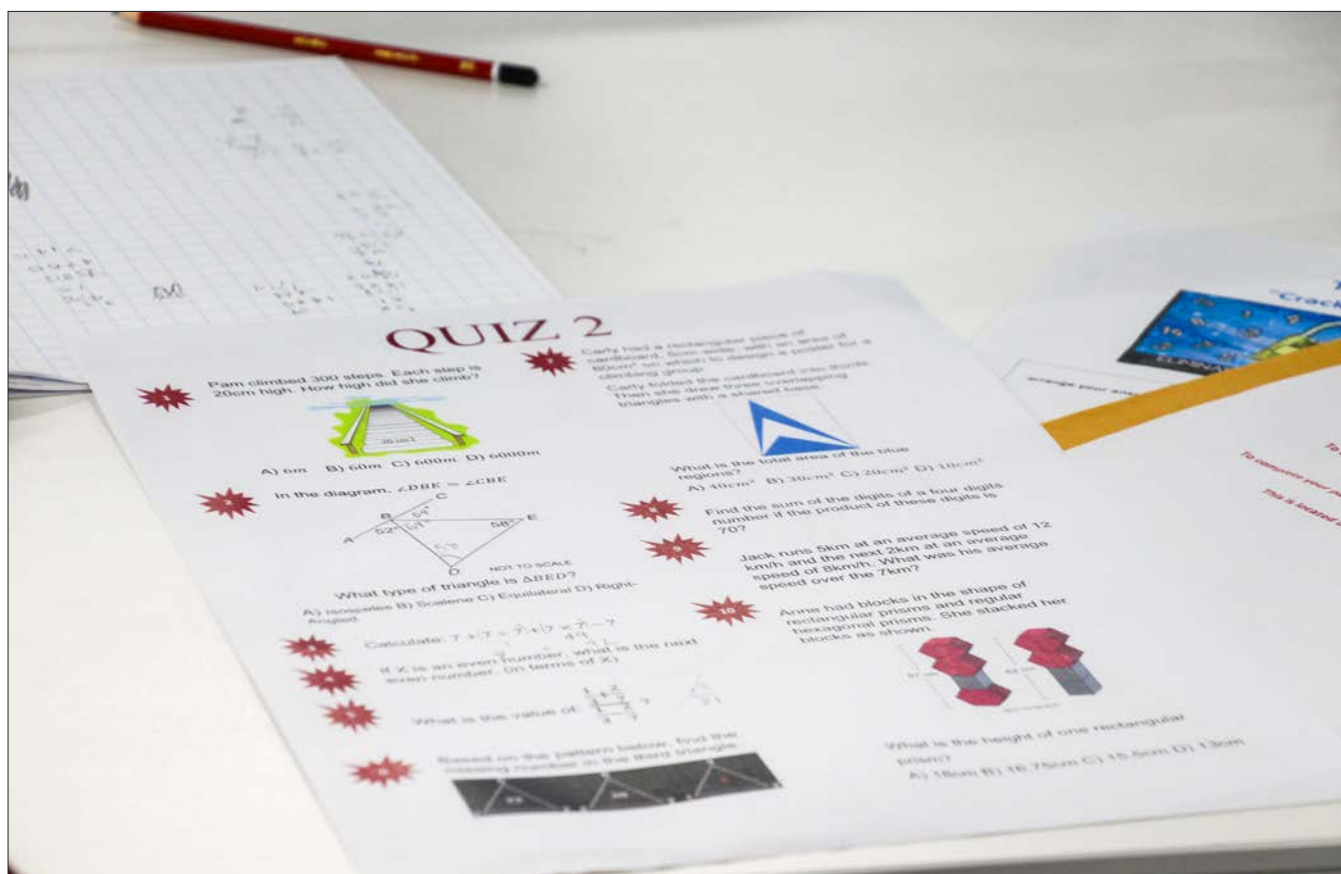
Students study the Australian curriculum: Mathematics in Year 9, and there are a variety of class arrangements to suit students' learning needs. These include Enrichment and Essentials classes in addition to core Year 9 Mathematics, which adjust the breadth and pace of learning in order to assist students to achieve their best.

At this year level they learn to describe the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles.

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

Links between the learning and its application to situations outside the classroom become more prominent as students involve themselves in the key processes of mathematical modelling, estimation and prediction, and enquiry. Scientific calculators, geometry and statistics software continue to support the mathematics program.

Assessment tasks include regular summative topic tests, homework assignments and investigations. Exams are held at the end of both semesters.



# ENGLISH

## Y E A R 7 - 9 O V E R V I E W

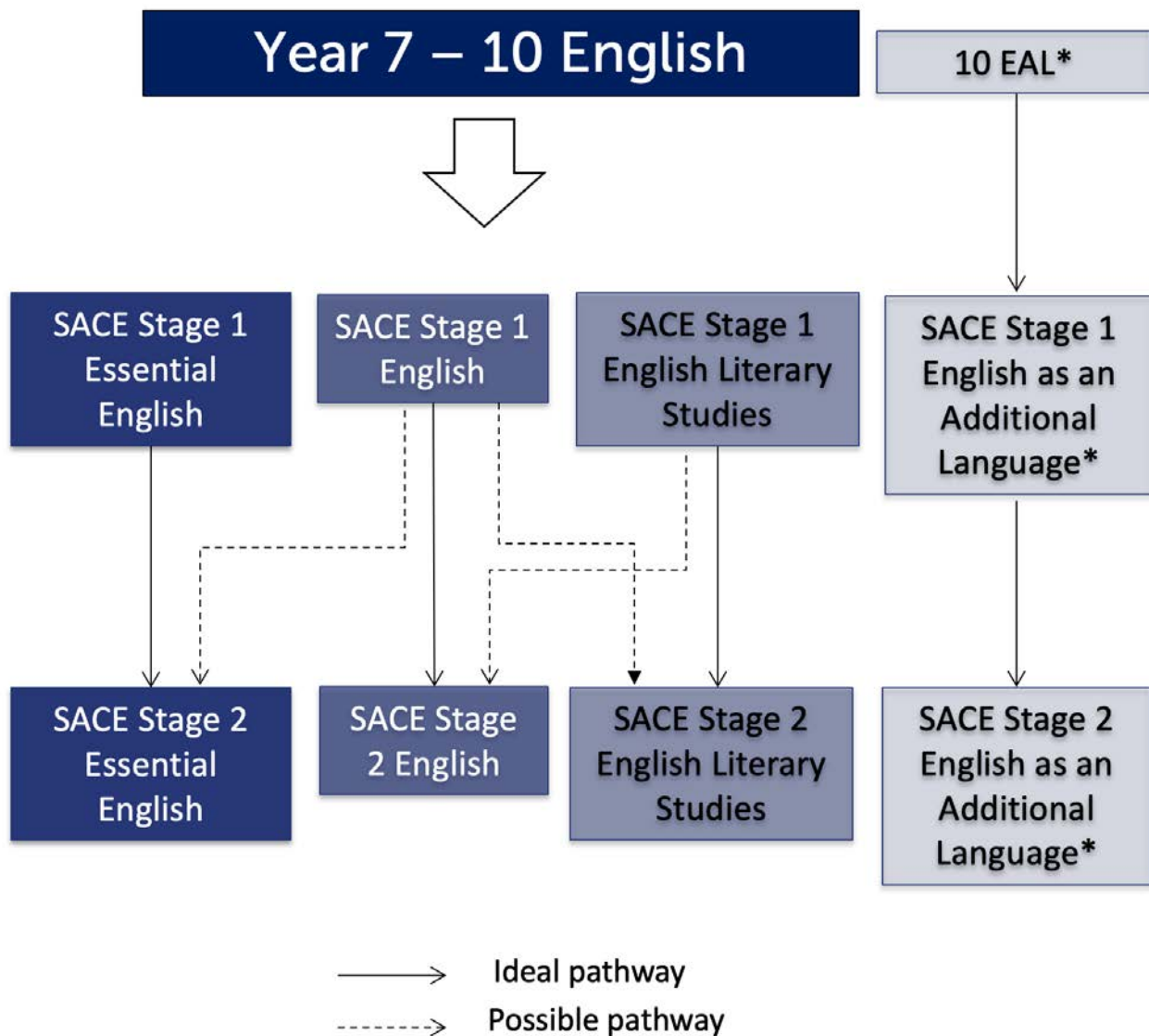
We believe the purpose of English education is to allow students to explore, understand and create the beauty and power of language. At St John's we encourage our students to consume texts as critical thinkers who are curious and open-minded. Their English studies should expose them to different ideas, voices, perspectives, and cultures as they explore the depth and breadth of human experience throughout history.

Creative approaches to writing allow students to take risks as they entertain, challenge, inform, provoke and persuade. Rich classroom discussions and collaboration are designed to inspire and evoke fresh ideas. We encourage students to find their own voice in a noisy world, allowing them to formulate their own viewpoints and opinions, as well as equip students with the critical literacy skills required to face an increasingly demanding future.

In the Middle School, all students create and analyse a wide range of compelling texts designed to build their language skills and express themselves. Essential English courses are available to support students with additional focus on building literacy skills, while students enrolled in English as an Additional Language (EAL) focus on extending their vocabulary and grammatical skills. As students move into SACE, students can choose a stream to suit their interests. English is a creative subject that explores contemporary texts, while English Literary Studies has a greater focus on analysing classic literature. EAL students will focus on academic language that prepares them for tertiary studies, while Essential English offers support as students develop their critical literacy and writing skills.

The beauty and power of language is something we hope all students will cherish. We want our graduates to enter the wider world with dynamic English skills that will allow them to soar into the next chapter of their lives.

### SUBJECT PATHWAYS



# ENGLISH

## YEAR 7 SUBJECT



### Year 7 English - Core - Full Year

Students are introduced to a wide range of experiences in Year 7 English, aimed at developing their appreciation of the English language and their written and spoken communication skills. Students study a range of novels, non-fiction materials, poetry and film texts for analysis and enjoyment.

The emphasis will be on developing each student's ability to interpret and construct a variety of different texts. Students will begin to discuss and analyse texts from a critical point of view, learning how to present reasoned arguments using accurate expression. They will undertake formal spelling and grammar lessons and develop their skills in editing. Proficiency in the use of technology will be encouraged for publishing and enhancing students' communication skills.

Students will be assessed through a variety of individual and collaborative tasks, including essays, creative narratives and spoken presentations. There is also an Essential English class in Year 7 which will be smaller, with a focus on providing greater individual attention and improving students' basic literacy skills.



### Year 8 English - Core - Full Year

The study of English at Year 8 is aimed at enhancing students' understanding of the English language and proficiency in using it for critical and creative purposes. Students will examine literary and everyday texts, including novels, film, short stories and persuasive articles, exploring how language is used to convey important ideas.

The emphasis will be on developing each student's ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will use technology to enhance their communication skills, while experimentation with persuasive writing and speaking strategies will also be an area of focus.

Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to the future of our society and our place in the world. Assessment will involve a variety of individual and collaborative tasks, including formal essays, creative pieces, persuasive texts and spoken presentations.

There is an Essential English class in Year 8, which is a smaller class that provides greater individual attention with a focus on improving the students' basic literacy skills.

## YEAR 9 SUBJECT

### Year 9 English - Core - Full Year

The study of English in Year 9 will continue to enhance students' analytical skills and proficiency in using the English language for increasingly complex purposes. Students will develop their appreciation of literature and everyday texts, including novels, film, short stories and media texts, exploring the ways language is used to convey ideas and influence audiences. A particular focus will be on digital media and its role and application in contemporary society.

The emphasis will continue to be on developing each student's ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will use technology to enhance their communication skills and, through choices offered, will be able to learn additional skills with which to publish their own creative work. Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to contemporary society and the ways we interact with our community. Students will be assessed through a variety of tasks, including formal essays, creative texts, multimodal presentations and electronically published articles.

There is a small Essential English class in Year 9 that will provide additional individual attention to improve students' basic literacy skills.



# SCIENCE

## YEAR 7 - 9 OVERVIEW

Science provides opportunities for students to develop an understanding of important science concepts, scientific methods, and their applications in our lives. At St John's Grammar we emphasise the development of a range of core scientific knowledge, understandings and skills, believing that this will lead our students to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

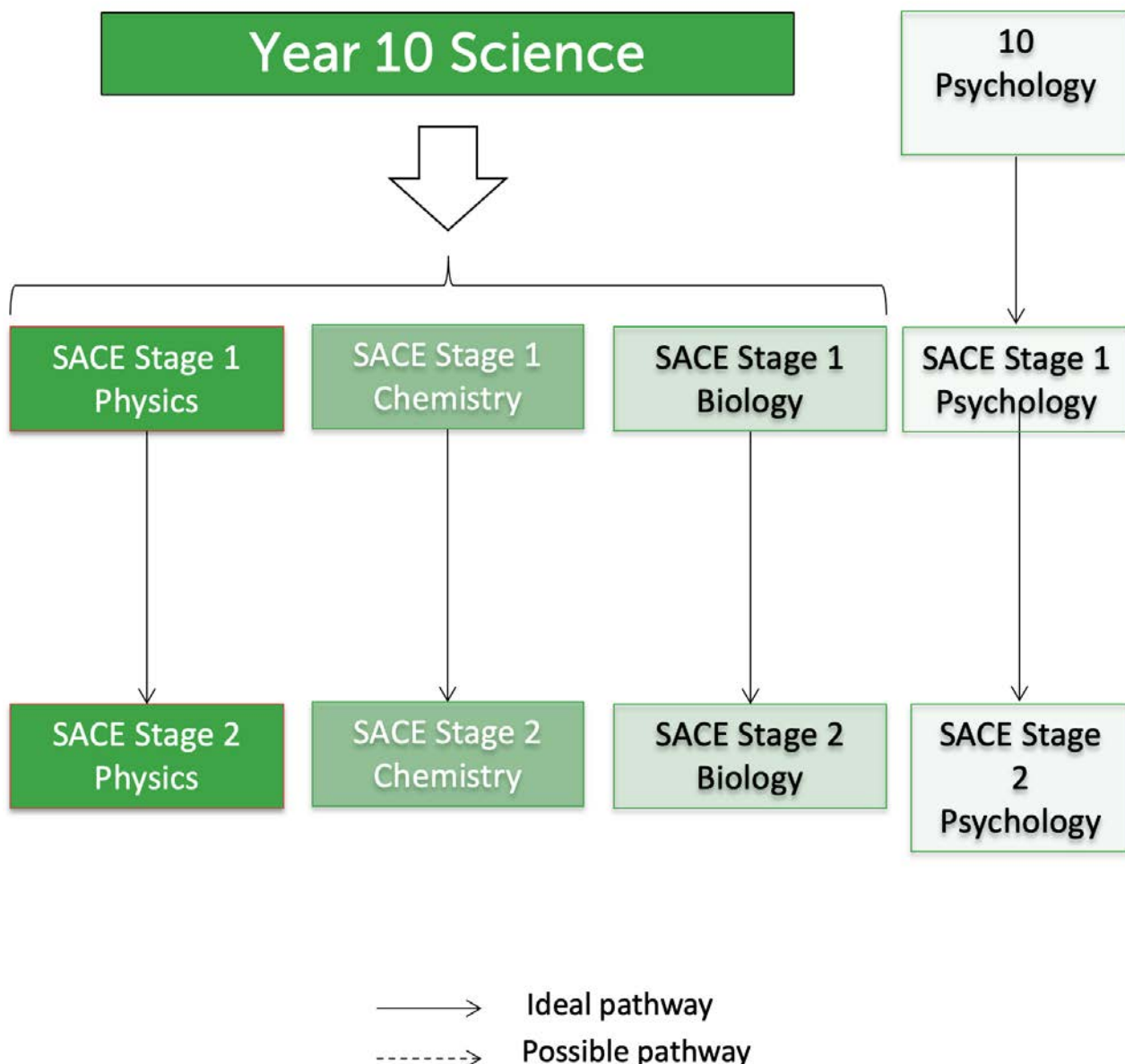
St John's Grammar Science teachers use a balance of explicit teaching and guided hands-on enquiry so that students experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions, with a particular focus on how Science can be applied to help solve the social and environmental issues that we face.

The Science curriculum aims to ensure that students develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- A solid foundation of a range of scientific knowledge, including being able, to apply their understanding to new situations and events, and to appreciate the dynamic nature of science.
- The ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence.
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

At St John's Grammar, the Year 7 to 10 Science program encompasses and integrates the biological, chemical, physical, earth and space sciences, whilst providing the option to study Psychology as a Year 10 elective. In Years 11 and 12, students can elect to study any combination of Physics, Chemistry, Biology and Psychology, taught by experts in each field.

### SUBJECT PATHWAYS



# SCIENCE

## YEAR 7 SUBJECT

### Year 7 Science - Full Year

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, Sun, and Moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

By the end of Year 7, students pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences. They plan procedures for investigations that take into account the need for fair testing and use equipment that improves fairness and accuracy. They communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements to their methods.

There is an Essential Science class in Year 7, which is a smaller class that provides greater individual attention and support for their Scientific literacy and skill development.

## YEAR 8 SUBJECT

### Year 8 Science - Full Year

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change.

They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

By the end of Year 8 students investigate questions to reach conclusions consistent with scientific knowledge. They describe how science inquiry contributes to an understanding of the world. Students measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of results.

There is an Essential Science class in Year 8, which is a smaller class that provides greater individual attention and support for their Scientific literacy and skill development.

# SCIENCE

## YEAR 9 SUBJECT

### Year 9 Science - Full Year

The Year 9 and Year 10 courses incorporate study from the four major disciplines of the natural sciences:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Specific Year 9 topics studied include:

- Ecosystems
- The Dynamic Earth
- Body Systems and Balance
- Light and Sound
- Living with Microbes
- Electrical Energy Using Electricity
- Inside the Atom
- Chemical Reactions

This course is designed to consolidate and extend the skills developed in previous years.

There is an Essential Science class in Year 9, which is a smaller class that provides greater individual attention and support for their Scientific literacy and skill development.



# HUMANITIES

## Y E A R 7 - 9 O V E R V I E W

At St Johns we believe that students study the Humanities to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Our curriculum is designed to give students a broad understanding of political, global and personal issues and encourage them to think about and respond to the key historical, geographical, political, economic and societal factors involved.

The Humanities includes the study of history, philosophy, geography, business and civics. These subjects provide our students with an opportunity to examine their place in society and to explore what it means to be human. In our coursework we emphasise the development of practical skills that aim to develop a broad understanding of the world in which we live, and how we can participate as active and informed contributors to our society.

Students of the Humanities at St Johns develop strong creative, communication, reasoning and critical thinking skills enabling them to work in a diverse range of fields. These include education, the environment, finance, government policy public relations and social work.

Modern life can be complicated and overwhelming, there is a lot to do and think about.

So, if you are interested in any of the following questions....

- How did we get here and where are we going?
- What are the impacts of our daily choices on the environment?
- How as a society do we manage the competing demands of society and the environment?
- Who makes the laws that govern our lives?
- Who am I and how are we to live?

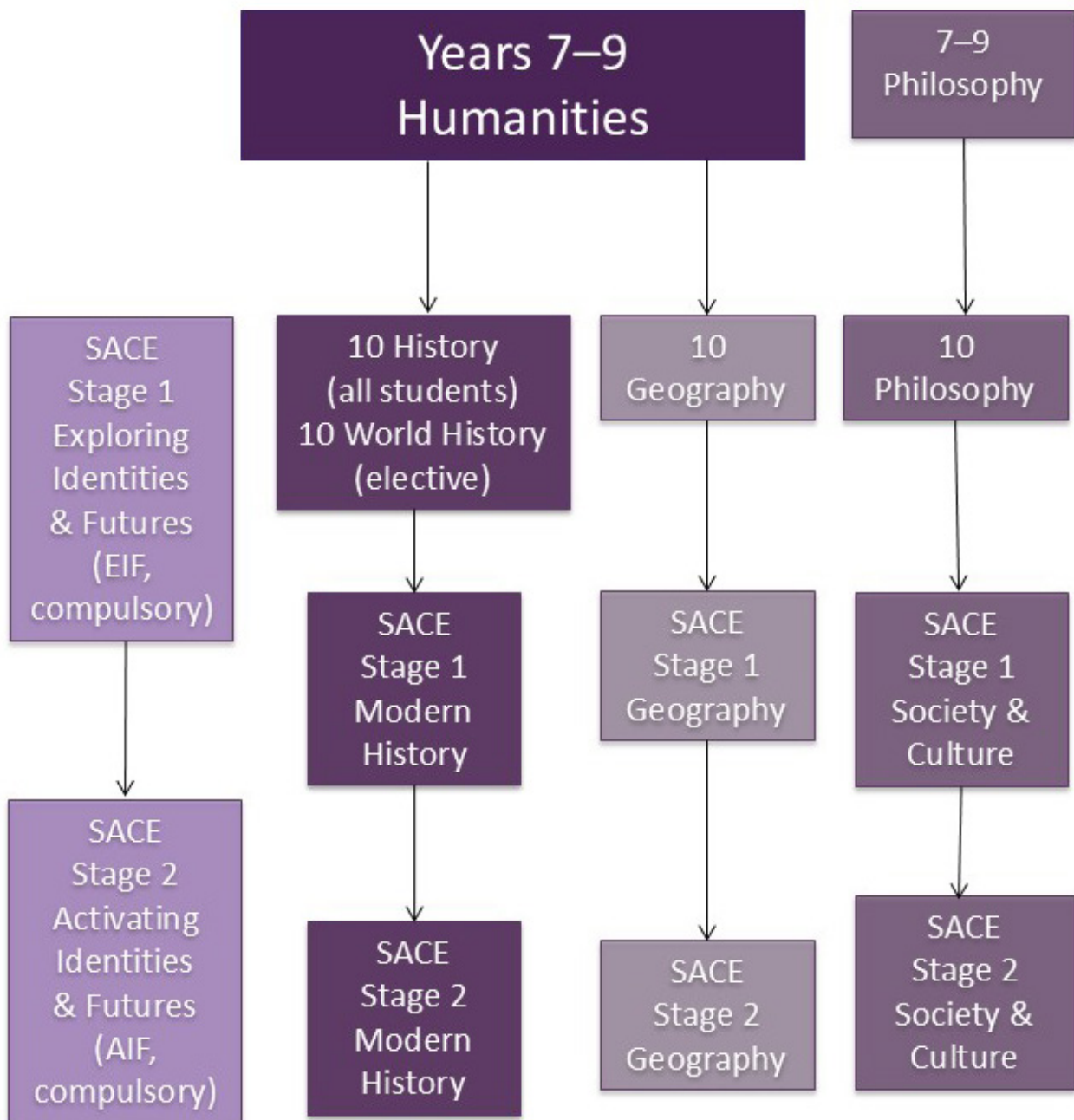
Then you may find the answer, or at least a beginning, in the Humanities.



# HUMANITIES

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



—————> Ideal pathway  
 -----> Possible pathway

# HUMANITIES

## YEAR 7 SUBJECTS

### Year 7 Humanities - Full Year

Humanities in Year 7 comprises one semester each of Geography and History, and includes topics from Civics and Citizenship.

In Geography, students develop an understanding of water in the world and the ways it is perceived and valued as a resource. They also examine liveability, the services and facilities needed to support it, and the management of spaces to enhance human wellbeing.

In History, students complete an historical overview of the origins of human civilisation using four in-depth studies:

- Out of Africa
- Ancient Australia
- Ancient Greece
- Ancient China

There is also an Essential Humanities class in Year 7, which is a smaller class that provides greater individual attention and support for their Humanities literacy and skill development.

### Year 7 Philosophy - Trimester

This course is an introduction to Philosophy, where students are encouraged to think in different ways and at different levels. Students develop their creative and critical thinking by responding to ideas with new alternatives and possibilities. Students are nurtured to value and respect the ideas of others, while at the same time being encouraged to look for reasons for what they think, say and do.

By teaching students to think carefully about ethics, moral questions and philosophical issues, we enable them to make sound judgments based on good reasons. These skills and values are embedded in a variety of texts and experiences such as stories, poems, films and newspaper articles.



# HUMANITIES

## YEAR 8 SUBJECTS

### Year 8 Humanities - Full Year

Humanities in Year 8 comprises one semester each of Geography and History and includes topics from Civics and Citizenship.

In Geography, students develop an understanding of the concept of the environment, enabling them to explore the human significance of landscapes. They also examine changing human geography through investigations of internal migration in China and by researching their own family migration.

In History, students learn about the transition of human cultures from the ancient to the modern through four in-depth studies: The Vikings, the Angkor Empire, the Black Death, the Mongols and the Renaissance.

There is also an Essential Humanities class in Year 8, which is a smaller class that provides greater individual attention and support for their Humanities literacy and skill development.

### Year 8 Philosophy - One Trimester

This course is an introduction to the big questions in Philosophy. Students examine the key ideas of Philosophy and develop their thinking skills by addressing topics including the nature of time, the nature of truth and the nature of justice.

The specific questions/units to be studied include:

- The nature of philosophical inquiry
- What makes for a 'big' question
- The nature of time
- How to define 'human' and whether AI/robots could ever be classed as such
- Whether science tells the whole truth
- The nature of justice

A crucial part of this course is a weekly open discussion forum which students have always found to be a highlight of Philosophy.





# HUMANITIES

## Y E A R 9 S U B J E C T S

### Year 9 Humanities - Full Year

Humanities in Year 9 comprises one semester each of Geography and History and includes topics from Civics and Citizenship.

In Geography, students learn about the human dependence on the natural world through a study of agriculture, deforestation and food security. They also investigate the geography of interconnections and the impact of increasing global trade and human mobility on human and natural environments.

In History, students learn about the Making of the Modern World, the content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. Students will examine the following topics:

- The Industrial Revolution
- The European colonial expansion
- The Great War

There is also an Essential Humanities class in Year 9, which is a smaller class that provides greater individual attention and support for their Humanities literacy and skill development.

### Year 9 Philosophy - Semester Elective

This semester course is designed to give students a taste of Philosophy and an engagement with Philosophy and Popular Culture. For those who have never studied Philosophy before this course will introduce key ideas and important thinking skills. For those who have undertaken Philosophy in younger years, it will be an opportunity to deepen an understanding of important philosophical content and skills.

The specific questions/units to be studied include:

- What is the relationship between popular culture and philosophy?
- Superheroes and supervillains – the notion of the heroic and the Hero's Journey
- The ethics of AI
- The philosophy of celebrity
- How real is real? Scepticism, the virtual world and social media
- The philosophy of art
- The ethics of food

A crucial part of this course is a weekly open discussion forum which students have always found to be a highlight of Philosophy.





# HEALTH & PERSONAL DEVELOPMENT

## YEAR 7 - 9 OVERVIEW

Health and Personal Development at St John's Grammar is underpinned by our six wellbeing pillars, where students develop their understandings of the factors that influence the health and wellbeing of themselves, the people around them and society. They develop competencies for mental wellness, reproductive health and positive sexuality, decision-making and safety management as well as developing their understanding of mental, emotional and physical health needs. Students learn to demonstrate empathy and develop skills that enhance relationships, develop their sense of social responsibility and enable them to take positive action to promote wellbeing for themselves and others. Inclusivity is at the heart of all we do, where awareness, acceptance and celebration of uniqueness is evident through all topics explored.

Students will...

- Understand the meaning and benefits of total well-being, and how it is obtained through nutrition, personal hygiene, exercise, rest, recreation and quality healthy relationships.
- Appreciate the value of personal fitness and participate in physical activities.
- Develop a strong sense of personal identity, resilience and self-worth through knowing their strengths and limitations and how to handle them.
- Manage changes, feelings, challenges, conflicts and risks to build and maintain healthy relationships with others.
- Demonstrate actions and attitudes of support and concern for the well-being of others.
- Use the skills, knowledge and understandings they have gained in responsible decision-making processes to make informed choices informed that promote the health and well-being of themselves and others, both face-to-face and online.

Teaching pedagogical approaches are driven by inquiry, group and class discussion, setting and managing personal goals to improve wellbeing, and considered opportunities for reflection. Teaching and learning is highly responsive and guided by the developmental needs of each class, and is driven by empathy, inclusivity, curiosity, vulnerability, playfulness and a growth mindset.

# HEALTH & PERSONAL DEVELOPMENT

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



# HEALTH & PERSONAL DEVELOPMENT

## Y E A R 7 S U B J E C T

### Year 7 Wings - Full Year

The Wings Program expands students' knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying, respectful relationships. This subject helps students achieve successful health and wellbeing outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing.

Focus areas to be addressed in Years 7 include:

- Personal wellbeing and character strengths
- Respectful relationships
- Making safe choices online
- Sustainable habits for Life
- Puberty and sexuality
- Mindfulness

The Year 7 course allows students to explore human emotions, revealing how our actions are products of how we feel. There is a focus on healthy lifestyles through learning about nutrition, physical activity and fitness, the brain, and mental health. Puberty and growth and development are also topics covered in the Year 7 curriculum.

There are opportunities to develop resilience and the course emphasises the importance of empathy, inclusive practices, respectful behaviour and understanding. There is a continual focus on Positive Education principles throughout the course.

## Y E A R 8 S U B J E C T

### Year 8 Wings - Full Year

The Wings Program expands students' knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying, respectful relationships. This subject helps students achieve successful health and wellbeing outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing.

Focus areas to be addressed in Years 8 include:

- Personal wellbeing and emotional literacy
- Sexual health
- Respectful relationships
- Body positivity
- Making safe and ethical decisions

The Year 8 Wings Program builds upon the concepts introduced in Year 7 and encourages open conversation on a range of topics. Positive Education principles are intertwined throughout the course.

Students will explore the mental physical, emotional, social and spiritual growth of the individual and the challenges that these changes can present. Critical thinking, problem-solving and decision making will be developed through a strengths-based approach to safety, regarding the choices students make in relationships, with alcohol and drugs, and to enhance their own mental health.

# HEALTH & PERSONAL DEVELOPMENT

## Y E A R 9 S U B J E C T

### Year 9 Rite Journey - Full Year

As a culmination of Middle School, all Year 9 students participate in the Rite Journey. The program has been created to complement the role of parents in guiding children into young adulthood. The Rite Journey was developed in South Australia and is now being used by many schools across Australia and internationally. It provides the opportunity for students to participate in a year-long rite of passage experience. Many cultures have their own version of a rite of passage designed specifically for this age group.

Learning how to be an adult in society requires guidance, mentoring and a great many conversations. In our society today, young people often turn to their peers, the internet and the media to source their knowledge and guidance. During the Rite Journey, students will be required to have important conversations about what it is to be a respectful and responsible man or woman in our society.

As each child journeys through the year, they will explore 4 main themes:

- Relationship with self
- Relationship with others
- Relationship with Spirit
- Relationship with the world

We hope that the discussions that students have at school will stimulate conversation in the home. A unique feature of The Rite Journey is the seven steps that form a contemporary rite of passage. In conjunction with the program's founder, Andrew Lines, we have developed a memorable series of events, aimed at honouring each child's transition into young adulthood.

This course is part of the Health and Personal Development Learning area, builds on the learning in Year 7 and 8 Wings, and will address the AC General capabilities of Personal and Social capability, Ethical Understanding and Critical and Creative thinking, and the AC standards from Health and Physical Education.





# PHYSICAL EDUCATION

## YEAR 7 - 9 OVERVIEW

We believe the purpose of Physical Education is to provide students with the opportunity to enjoy and understand the health benefits of physical activity and to inspire students to continue being active well after they leave school.

In Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capabilities and investigate the factors that influence and improve participation and performance outcomes. Through movement, we seek to develop students' critical thinking, researching skills, communication and collaboration, analysis, problem solving, resilience and evaluation of personal successes and limitations.

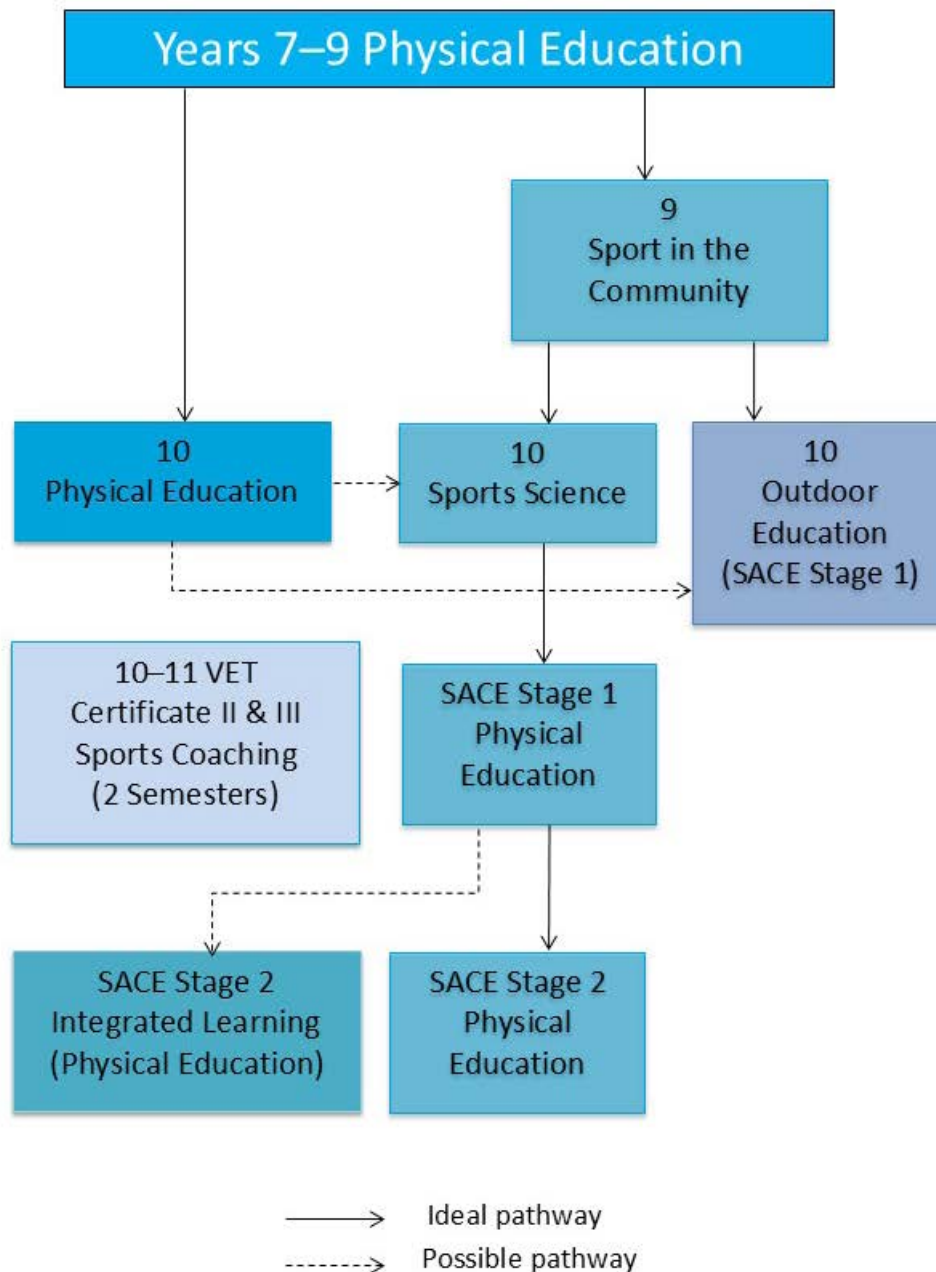
Physical Education is at the forefront of innovative changes to best meet the needs of the modern world. Students have opportunities to create individual learning programs and investigate areas of interest to inspire in depth analyses and deeper learning. Courses are integrated to ensure students are physically active while exploring relevant theory, making more meaningful connections. Our programs also offer an insight into future career pathways such as coaching, sports science, event management and statistics. As well as the opportunity to experience these first hand, students develop the vital and transferable skills of planning, research, analysis and evaluation; many of which promote student success in jobs and further study.

Our courses are structured in such a way that students build each year on strategies and tactics in practical units of work to further understanding and develop creative and informed participants. Theory topics are woven into the practical setting and offer an authentic and logical setting moving from fitness factors and energy systems to the more futures focused Coaching in the Community and Sports Science courses. These are the perfect precursors to Stage 1 and 2 PE.

# PHYSICAL EDUCATION

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



# PHYSICAL EDUCATION

## Y E A R 7 S U B J E C T

### Year 7 PE - Full Year

Physical Education will educate students in, through and about physical activity. Students will develop skills and tactical awareness in a range of individual pursuits, team sports and fitness activities grouped into categories; net and wall games, invasion games and striking/fielding.

They will have the opportunity to develop leadership skills throughout the year and focus on one particular area within the Sport Education unit in Term 4. We conduct SASI fitness tests in Term 2 to assess fitness levels.

Students will be assessed in accordance to the Australian Curriculum, taking into account students' development in:

- Communication/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis

## Y E A R 8 S U B J E C T

### Year 8 PE - Full Year

Physical Education will educate students in, through and about physical activity. Students will further develop skills and tactical awareness in a range of individual pursuits, team sports and fitness activities grouped into categories; net and wall games, invasion games and striking/fielding. They will have the opportunity to develop leadership skills throughout the year and focus on a particular area in the Sport Education unit in Term 4. We conduct SASI fitness tests in Term 2 to assess fitness levels.

Students will be assessed in accordance to the Australian Curriculum, taking into account students' development in:

- Communication/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis

# PHYSICAL EDUCATION

## Y E A R 9 S U B J E C T S

### Year 9 PE - Full Year

Physical Education will educate students in, through and about physical activity. Students will continue to develop skills and tactical awareness in a range of individual pursuits, team sports and fitness activities grouped into categories; net and wall games, invasion games and striking/fielding.

Classes will be single- sex. They will have the opportunity to develop leadership skills throughout the year and focus on one particular area in the Sport Education unit in Term 4. We conduct SASI fitness tests in Term 2 to assess fitness levels.

Students will be assessed in accordance to the Australian Curriculum considering students' development in:

- Communication/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis

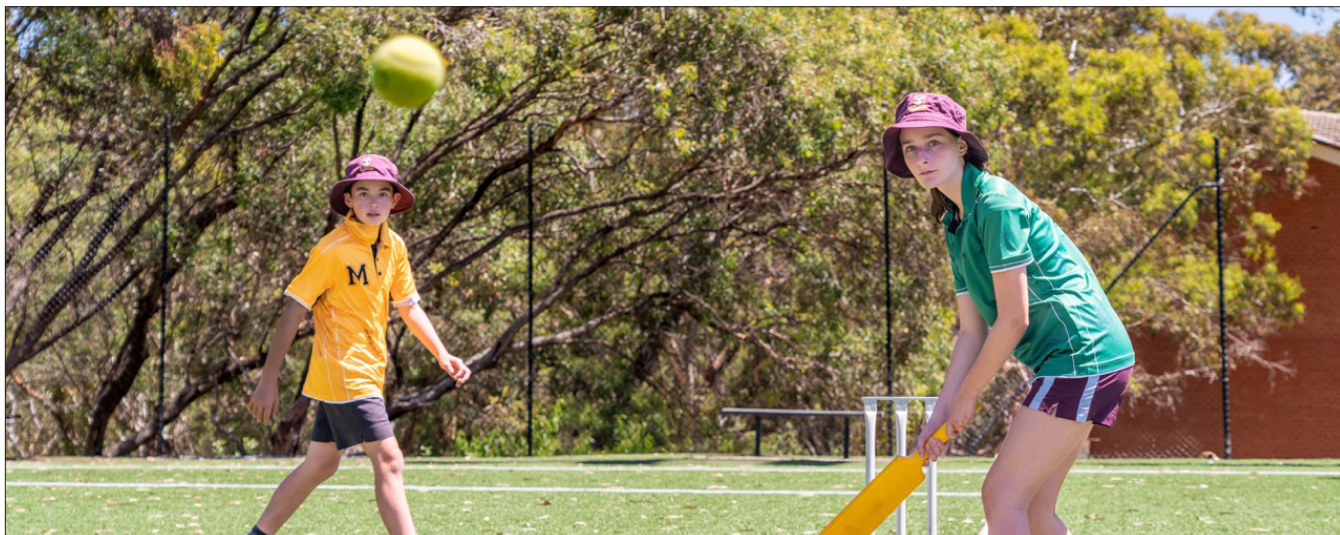
### Year 9 Sport in the Community - One Semester

Students will further develop their skills, knowledge and tactical understanding by choosing from a variety of individual, partner and team activities such as Badminton, Netball, Hockey, Korfball, Basketball, European Handball and Volleyball. Students will have the opportunity to gain the Level 1 General Principles of Coaching Certificate.

They will explore aspects of umpiring and coaching such as communication, group management, planning, fitness, safety and associated legal issues. They will implement what they have learnt by coaching junior students during Physical Education lessons.

Students will be assessed in accordance to the Australian Curriculum considering students' development in:

- Communication/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis





# LANGUAGES

## YEAR 7 - 9 OVERVIEW

At St John's Grammar we believe that proficiency in another language helps to create global citizens of the future. To be able to understand and communicate within a global community is crucial for each student so that they can start to appreciate their place in the world and begin to solve issues relevant to all of us today.

As our school is based in the Asia-Pacific region we feel it is important to offer the two Asian languages of Indonesian and Japanese. Through these languages students are able to develop the skills necessary to participate and communicate within this region, and understand and empathise with these cultures. In our programs, language and cultural studies are integrated and presented in the context of everyday life situations. Emphasis is placed on purposeful communication and topics that are relevant to students' lives. Students have access to a variety of authentic resources in their chosen language. They can also take part in a range of exciting student exchanges and language study tours, with strong sister school relationships in both countries.

At St John's Grammar we offer an Accelerated Program, where students complete Stage 1 Language in Year 10, and Stage 2 Language in Year 11. This allows students a deeper understanding of the language and culture of their choice, and also provides pathways to further languages learning beyond school grounds.

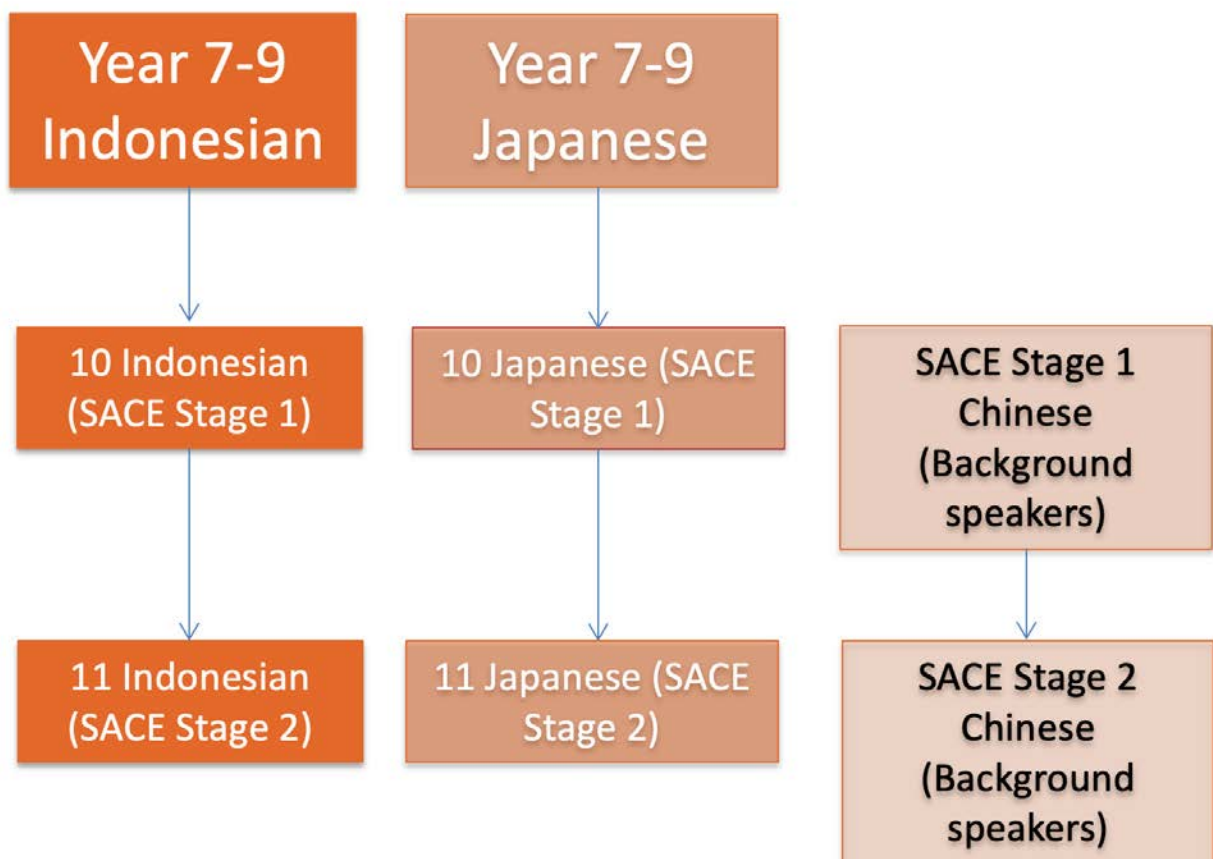
With practice and continuity, students at St John's Grammar develop proficiency at the end of the Middle and Senior School language programs and a level of competence which is attractive to future employers. We aim to provide a sound basis for further study and a lifelong love and engagement with language and culture.

We also offer Chinese for background speakers, providing an opportunity for our international students to enhance their language understanding and comprehension.

# LANGUAGES

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



# LANGUAGES

## YEAR 7 SUBJECTS

### Year 7 Indonesian - One Semester

This unit is a communicative course focused on developing students' confidence in speaking Indonesian. At this level, the emphasis is on realistic and meaningful basic communication in the Indonesian language. Students learn how to ask and give personal information such as name, age and likes and dislikes. They will also learn how to describe people, places and activities and talk about their families and pets.

The four facets of listening, speaking, reading and writing the language will be assessed both formally and informally. During the semester, each student's oral communication development will be assessed through class participation along with a class presentation of a short topical role-play.

Students' written Indonesian skills are assessed through end of unit tests and written assignments such as a poster about themselves and an imaginary diary. This course will be complemented by the use of digital technology, with online games, activities and online research.

Learning about culture is an important part of learning a language and there will be inter-cultural activities such as cooking and learning about Indonesia. This course leads to Year 8 Indonesian.

### Year 7 Japanese - One Semester

The Year 7 Japanese course aims to introduce students to Japanese language, people and culture, giving an insight into what life is like in Japan. Students will begin by learning greetings and introducing themselves, while becoming familiar with related Japanese customs and practices.

Students will then learn the Hiragana alphabet with the aim of being able to read and write language learned in Japanese script. The second term of the course is titled "Let's Go Shopping" and includes related vocabulary, sentence patterns, numbers into the millions, currency conversions and cultural insights into shopping in Japan. It requires the reading and writing of Hiragana and with our Japanese sister school visiting annually students can practice their Japanese in authentic situations.

The emphasis in Japanese at this level is on embracing and appreciating another language and culture. All areas of learning - oral, aural and written skills are covered using a range of learning styles involving the use of digital technology to access free apps and the latest educational online tools. Students will grasp the basic skills required to communicate in Japanese and a broad knowledge of differences in culture and customs.

The course can be adjusted or accelerated to cater for individual students, with assessment depending on the level of the learner. This course leads to Year 8 Japanese.

# LANGUAGES

## YEAR 8 SUBJECTS

### Year 8 Indonesian - Full Year

In Year 8 students must choose either Indonesian or Japanese and they will study this subject for the full year.

This course aims to develop each student's written, spoken and listening skills in Indonesian. The course has an emphasis on realistic communication around topics that are relevant to student's lives. During this course, students will learn how to tell the time, discuss school, their families and hobbies along with the language necessary to express opinions and compare things. The Year 8 Indonesian course contains several opportunities for students to engage in projects; one of these has a focus on developing students understanding of Indonesian food culture, enabling them to recognize, try, and describe various Indonesian dishes. Students will also engage in a cross campus-tutoring task in which they will deepen their understanding of Indonesian language by helping Year 1 and 2 students learn new language and develop their confidence in Indonesian.

The course is complemented with online vocabulary learning sites, which assist learning of key words and phrases. Students will have the opportunity to interact with members of the Adelaide Indonesian speaking community through cultural workshops.

The course can be moderated or accelerated to cater for individual students. As some of our students have had some background at Junior School level, previous language learnt is kept active, and previous skills and knowledge are considered. This course leads to Year 9 Indonesian.

### Year 8 Japanese - Full Year

In Year 8 students must choose either Indonesian or Japanese and they will study this subject for the full year.

The Year 8 Japanese course aims to combine language, writing, culture and an understanding of life as a teenager in Japan. Students will begin by learning basic greetings and how to speak about themselves while becoming familiar with related Japanese customs for life in Japan today. We use Obento textbooks which are linked into the Language Perfect online program, where students can practice their language as well as compete with students in our class, the school and around the world. Using computers, students learn to type in Japanese, use educational online spaces and access free apps to gain the benefits of social learning.

Both the Hiragana and Katakana alphabets are introduced with the aim of students becoming proficient in reading and writing by the end of the course. Kanji characters are also learnt throughout each topic building student knowledge and understanding of Japanese culture and tradition.

Throughout the year students learn about Japanese culture first hand through authentic activities such as cooking traditional Japanese food, watching anime movies, cultural days, festivals and a sister school visit from Japan.

The course can be adjusted or accelerated to cater for individual students, with assessment depending on the level of the learner. Assessment is planned to suit a variety of learning styles and involves listening, oral and writing tasks and tests, presentations, projects, bookwork and homework.



# LANGUAGES

## YEAR 9 SUBJECTS

### Year 9 Indonesian - Full Year

The study of Languages is not compulsory , as it is in Years 7 and 8, but students can select Indonesian or Japanese for a full year as one part of their elective subjects.

This course continues to develop confidence in using Indonesian in a variety of contexts. There is a focus on language functions which will enable students to discuss topics including housing, shopping, ordering food at a restaurant, sports, weather and seasons, and traveling around a city. Students will look at role bargaining plays in Indonesian culture as well as investigating different ethnic groups in Indonesia. Language learning is accelerated with the use of online applications, taking advantage of social learning and interaction to help engage students in learning Indonesian.

Assessment includes written work in different genres such as surveys, comparative pieces and letters as well as aural comprehension, role-plays, and projects. Students are also coached towards a simple oral exam in preparation for SACE Indonesian. Students will have the opportunity to use their language skills in authentic situations by conversing with students from our two sister schools in Kalimantan and Sulawesi.

Language learning at St John's Grammar provides an accelerated program for students as they progress to Stage 1 - this course leads to Stage 1 Indonesian.

### Year 9 Japanese - Full Year

The study of Languages is not compulsory , as it is in Years 7 and 8, but students can select Indonesian or Japanese for a full year as one part of their elective subjects.

The Year 9 Japanese course aims to combine language, writing and cultural knowledge through studying the topics of life at school in Japan, Japanese housing design, weather and seasons, and describing people and their abilities. We use the Obento Supreme textbook which is linked into the online Language Perfect platform, where students can practice their language as well as compete with students in our class, the school and around the world in an engaging and interactive zone. This allows student to use their computers to personalize their learning to either extend or revise work when needed.

Language learning at St John's Grammar provides an accelerated program from Year 9 to Stage 1. The course therefore increases the grammar functions and Kanji taught at Year 9 to enable students to undertake Stage 1 Japanese the following year (as a Year 10 student).

From Year 9 students can be part of the biannual school trip to Japan (even years) so the emphasis in Japanese at Year 9 is on communication skills. Students will write and perform a number of role-plays, using technology to recording and create ICT tasks. The presentations will be used to help students develop this confidence and build their cultural understanding. Throughout the year students learn about Japanese culture first hand through authentic activities such as cooking traditional Japanese food, cultural days, sister school visit from Japan, popular anime movies and an excursion to the Himeji Japanese gardens and Japanese restaurant.

Assessment is planned to cater for a variety of learning styles and involves listening, oral and writing tasks and tests, presentations, research, and homework. There is an emphasis on assessment that is authentic such as role-plays, letter writing, translations and listening skills.

This course leads to Stage 1 Japanese.



# VISUAL ARTS & MEDIA

## YEAR 7 - 9 OVERVIEW

We believe the purpose of an Art education is about creativity and personal expression. At St John's we aim to inspire our students by developing thought provoking and meaningful projects. We aim to excite students to think, create and make, encouraging students to embrace other cultures, listen, observe and experiment. Through this we enable the transformation of thoughts and ideas through participating in arts activities that facilitate enjoyment and satisfaction.

The facilities in our Art precinct provide an inspirational environment for students to learn, work collaboratively, discuss ideas, imagine, explore, express, challenge, share skills and processes learning. The students' creative talents are frequently shared with our community through exhibitions held in the Whitechapel Art Gallery.

Throughout the Middle Years, students' creative abilities are nurtured through a rich visual Arts program offering courses in Visual Art, Design, and Media. Students can make choices for their learning throughout the year based on their interests and passions enabling them to navigate an enjoyable and individualised Arts pathway.

By Years 10 and 11 students may choose from Art, Design, or Media to explore and extend their own creative interests and aspirations. Throughout Year 12, students navigate an independent learning pathway through their chosen specialty, whether students are developing a career pathway within the arts industry, or developing highly transferable skills to set them up for success in other career directions.

A visual arts education provides students with opportunities to develop their creative practice through the process of exploring, responding, developing ideas and skills, creating, and making. It provides a richness and complexity to learning by engaging students in the artistic process and the construction of knowledge and critical reflection.

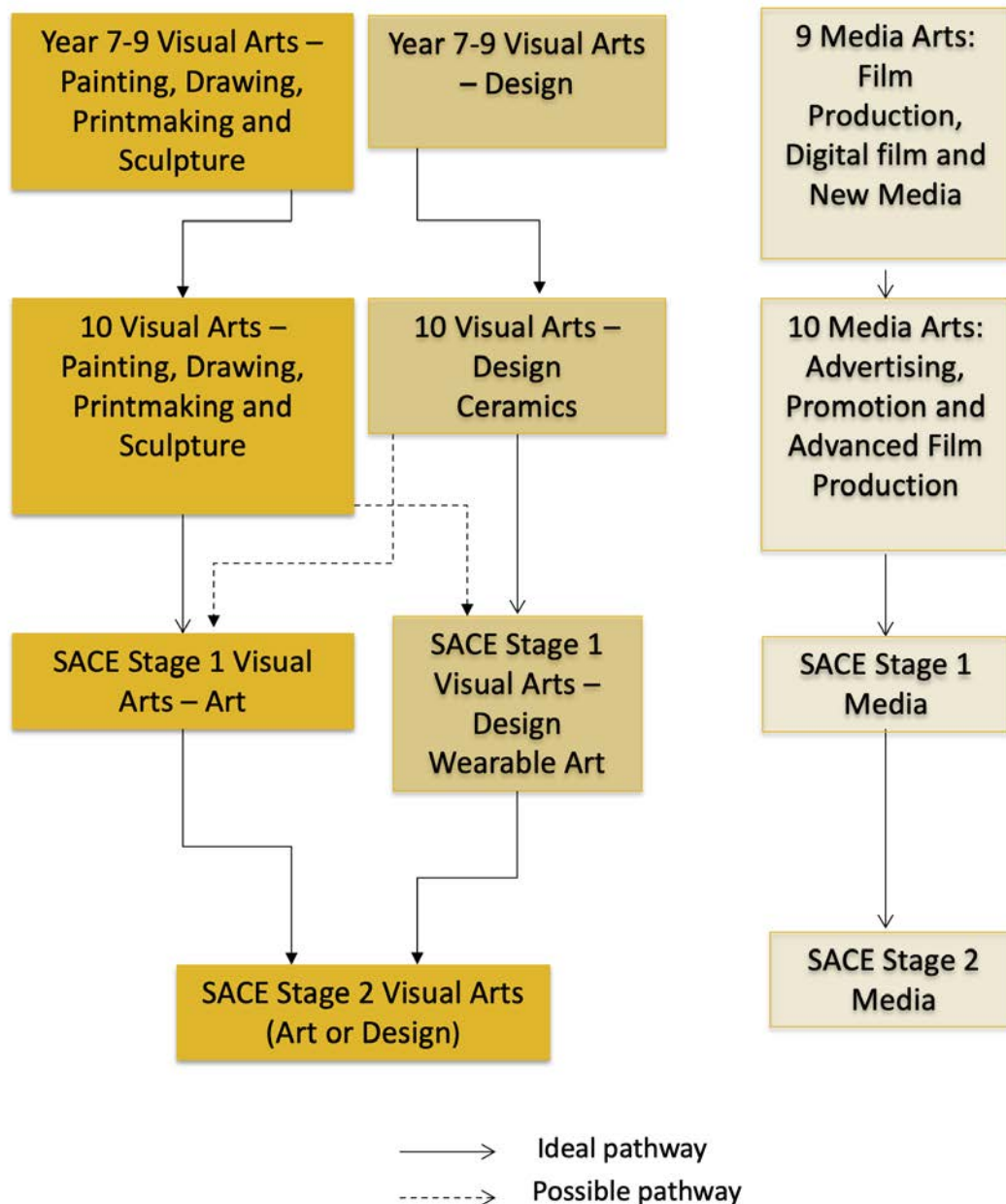
Whichever Arts pathway students decide to pursue, they will have a positive learning experience designed to engage and fulfill their creative aspirations, opening the doors to limitless possibilities.



# VISUAL ARTS & MEDIA

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



# VISUAL ARTS & MEDIA

## YEAR 7 SUBJECT

### Year 7 Art - One Trimester

This is an Art program where students will explore aspects from the following practical areas: painting, drawing, sculpture, design, and printmaking.

Students will experience and explore a variety of media and techniques designed to introduce them to the elements and principles of art and design. Within each area students will be encouraged to experiment and use individual expression. Due emphasis will be placed on the acquisition and refinement of skills.

An introduction to art theory will include learning appropriate terminology and appreciation of art through class discussions relating to students' own work and that of their peers.

Both formative and summative assessment tasks will be undertaken. This course leads into Year 8 Art or Design as an elective subject.





# VISUAL ARTS & MEDIA

## YEAR 8 SUBJECTS

### Year 8 Visual Art - Art - One or Two Trimesters

This Visual Art course will incorporate aspects of two-dimensional art including: painting, drawing and printmaking, three-dimensional art (sculpture) and Design. This course reinforces prior learning with an emphasis on skills acquisition and refinement. Students will use a variety of skills, media and techniques to translate ideas and concepts into visual statements.

Experimentation and individual expression are encouraged via a study of artists and their work, students will acquire appropriate language and terminology and grow in their understanding and appreciation of the Visual Arts. Emphasis will be placed on the development of research skills, written analysis and active participation in class discussions.

Both formative and summative assessment tasks will be undertaken. Homework will consist of individual tasks or a continuation of class work and is a requirement of the course.

### Year 8 Visual Art - Design - Jewellery Design - One or Two Trimesters

In the Year 8 design project, students will delve into the exciting world of jewellery design and fabrication using a laser cutter. This hands-on course will empower students to unleash their creativity and develop skills in designing and making unique jewellery pieces.

The elective will cover various aspects of jewellery design, including exploring different materials, brainstorming ideas, sketching designs, and transferring them into digital formats suitable for laser cutting. Students will learn how to operate the laser cutter safely and efficiently, understanding its capabilities and limitations.

With the laser cutter as their tool, students will bring their designs to life by cutting and engraving materials such as wood and acrylic to create stunning pendants, earrings, or brooches. They will also be able to experiment with combining different materials and techniques to achieve innovative and personalised jewellery designs.

Throughout the course, students will learn about design principles, aesthetics, and the importance of craftsmanship in creating high-quality jewellery pieces. They will also explore various finishing techniques, such as polishing, colouring, or adding embellishments, to enhance the final product.

This elective offers an engaging and hands-on experience for students to develop their design thinking, problem-solving abilities, and technical skills in jewellery design and fabrication.

# VISUAL ARTS & MEDIA

## YEAR 9 SUBJECTS

### Year 9 Media Arts - One Semester

#### Film Production Fundamentals

This course immerses students in the exciting art of film making. Students demonstrate core production skills as they plan and produce a range of assigned and free choice film projects. It is a fast-paced course, equipping students with the fundamental skills needed to make effective video content for a public audience. Key skills include:

Framing, camera angles and movement

- Composition and shot focus
- Lighting and sound
- Editing using Adobe Premiere

Where possible, students are given opportunities to submit their films to local and national film competitions and to contribute to film projects in our local school community.

#### Digital Film and New Media

The course explores the ever evolving and expanding world of digital media. As well as taking a critical look at the rise of social media, students produce film and multimedia content for an online audience. The emphasis is introducing simple tools to produce effective content. Mobile phones, gimbals, lighting and green screening are all pushed to their limits, as students look behind the often simple techniques that make online content compelling. Some of the core questions that drive this subject are:

- What is worth broadcasting online and what is not?
- When anyone can make film and broadcast it worldwide, what makes content popular or effective?
- How can effective films with high production value be made on a low budget?

This is a great course for anyone wanting to refine their skill in digital film making regardless of their current level of expertise. Beginners and established YouTube stars are equally welcome.

### Year 9 Visual Art - Art - One Semester or Full Year

This Visual Art course will allow students to explore and experiment with a selected variety of techniques and processes to create art work with a specific intention, concept or idea. Students will develop skills working with a wide variety of media including: painting, drawing, mixed media, printmaking and sculpture.

For students who have previously undertaken Art at a Year 8 level, this course reinforces prior learning with an increased emphasis on skills acquisition and greater exploration of the creative processes to refine ideas.

Students will use a variety of skills, media and techniques to translate ideas and concepts into visual statements. Experimentation and individual expression are encouraged.

Students will maintain a portfolio demonstrating their progress, experimental stages, techniques and inspirations, influences of other artist and reflections on their learning.

Via a critical study component and their own work, students will acquire appropriate language and terminology and grow in their understanding and appreciation of the Visual Arts. Greater emphasis will be placed on the development of research skills, written analysis and active participation in class discussions.

# VISUAL ARTS & MEDIA

## Y E A R 9 S U B J E C T S

### Year 9 Visual Arts - Design: Textiles Design - One Semester or Full Year

The Year 9 design elective focuses on the exciting combination of fabric printing and accessory creation. Students will embark on a creative journey to print their own unique designs on a length of fabric. They will explore various printing techniques, such as block printing and screen printing, to transfer their ideas onto the fabric canvas.

Once the fabric is printed, students will utilise their design skills to create a stylish and functional accessory. They can choose between designing and making a bucket hat or a tote bag, allowing them to personalise their creations to reflect their individual style and preference.

Students will learn about colour theory, pattern creation, fabric properties, and basic sewing techniques throughout the course. They will also delve into design principles, considering aspects such as shape, form, and function in their accessory designs.

This elective allows students to develop their creativity, problem-solving skills, and practical abilities in textile design and accessory construction.





# PERFORMING ARTS

## Y E A R 7 - 9 O V E R V I E W

The Performing Arts faculty at St John's Grammar School is firmly focused on performance and fostering individual growth of the whole person. We create opportunities to explore, create and refine meaningful drama and music experiences, coupled with developing invaluable life skills such as empathy, confidence, creativity, and a passion for learning. We hope to create cooperative and socially minded young people to engage and lead our future world.

Our faculty offers many opportunities to perform live on stage. Music concerts and ensemble performances occur regularly and each Drama class from Years 8 -12 produce a Group Production each semester. It is here that our students learn a broad range of theoretical and practical skills for both on the stage as actors and off the stage as stage managers, lighting and sound technicians, set and costume designers, and prop makers. They are encouraged to create original artworks, as part of an ensemble, be actively involved in the 'page to stage' process and perform with confidence. This experience can lead to a career in the Performing Arts industry and/or continue their love of the Arts as a life-long companion.

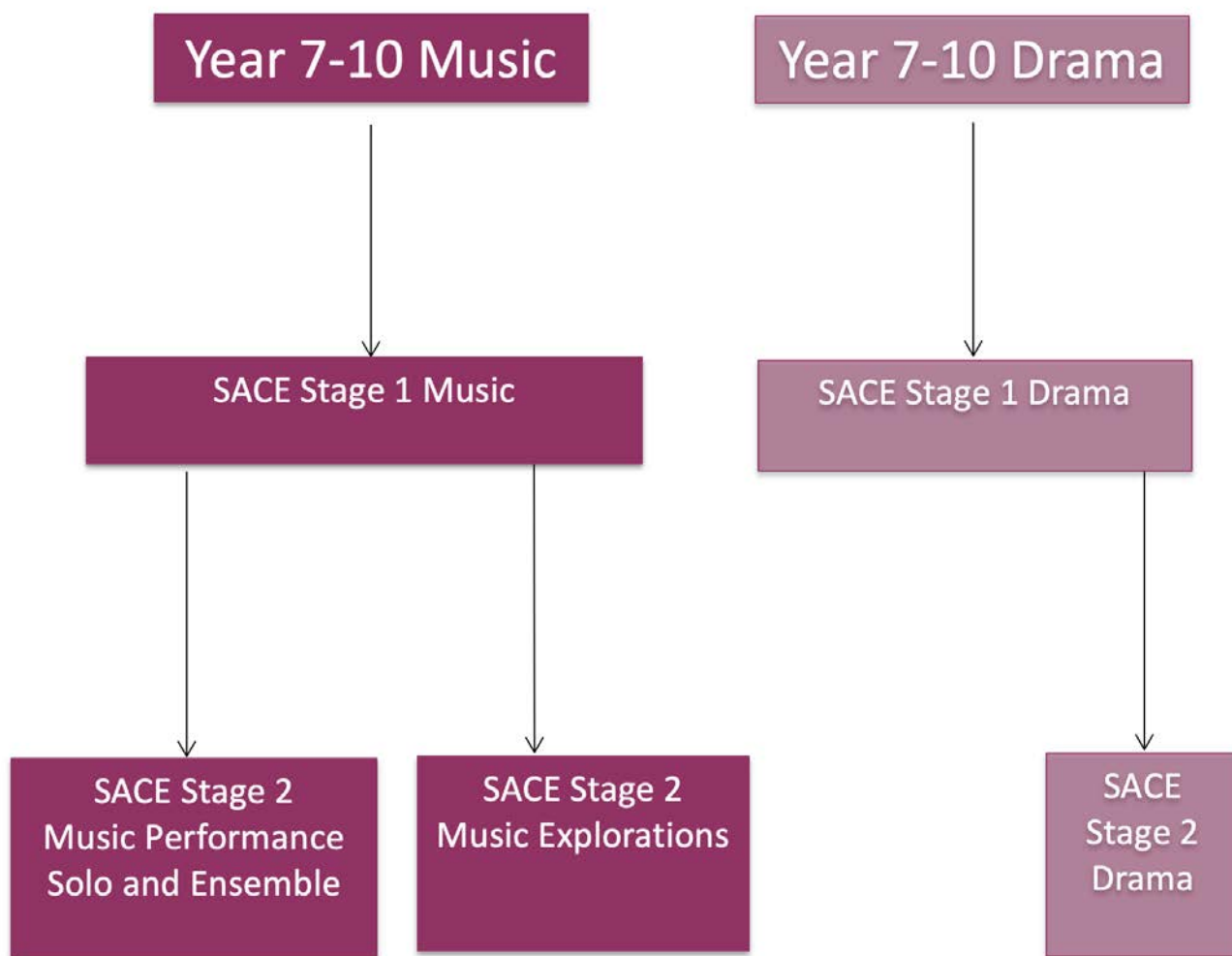
Studying Performing Arts at St John's Grammar School, students are equipped with the most highly desired transferable skills valued by all employers and vocations, including: collaboration, team work, problem solving, critical thinking, time management, self-awareness and self-discipline.



# PERFORMING ARTS

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS



# PERFORMING ARTS

## YEAR 7 SUBJECTS

### Year 7 Drama - One Trimester

Far away from a desk, a chair and a lap top, participation in Year 7 Drama helps students develop their ability to listen and observe and enables them to become more self-aware and self-confident. It encourages them to take risks and to solve problems in creative ways.

Year 7 Drama provides students with an introduction to fundamental theatre and performance skills.

The key areas studied are:

- Performance Skills
- Improvisation
- Character Building
- Physical Theatre
- Movement, Mime and Dance
- Play Structure and Script Writing

### Year 7 Music - One Trimester

Within this course students will listen to, compose and perform music which uses concepts involving Grid and conventional music notation, Bandlab loop sampling, and rhythmic playing on the guitar and drums.

Topics studied include:

- Music of the 90s, 2000s and 2010s
- Recognition of treble and bass notes
- Basic rhythm dictation recognition and music symbols
- Drums and guitar basic skills and performance techniques
- Composition with music technology

Through observation of student participation, practical and written tests, bookwork and composition assignments, students' achievement and progress will be assessed. Practical performance in class will demonstrate students' rhythmic understanding and skills in composition utilizing Bandlab software, improvisation, aural identification, and knowledge of instruments and graphic and conventional notation.

This course leads into Year 8 Music as an elective subject.

Students are encouraged to undertake private instrumental/vocal lessons that can be organised through the school. All instrument hire needs to be organised independently; however, assistance can be provided through the school.

# PERFORMING ARTS

## YEAR 8 SUBJECTS

### Year 8 Drama - One or Two Trimesters

Year 8 Drama aims to introduce students to performance skills and to develop their self-confidence, empathy and imagination. Students will use technical aspects to enhance their performance work. A strong willingness to perform and work in groups is required.

The key areas studied depend on the semester studied, but will include Comedy, Melodrama and Physical Theatre, Greek Theatre, Commedia dell'arte and Vocal Skills. Each semester course will prepare, rehearse and present a Group Production to be performed for our community.

Elements of study include:

- Stage Craft
- Improvisation
- Playbuilding
- Basic Technical Theatre (Level 1)
- Script Interpretation
- Performing and Writing

### Year 8 Music - One or Two Trimesters

**Prerequisites:** Successful completion of Year 7 Core or Year 7 Specialist Music.

The Music program in Year 8 involves practical, historical, theoretical and computer technology components with an emphasis on performing and creating music. Students enter the music program from a variety of backgrounds and musical abilities, and this approach caters for each student's learning needs.

In practical lessons students will choose to be part of a band or a vocal ensemble, while in theory classes, students study at different levels according to their individual theory knowledge and ability. The theory level for General theory is AMEB Grade 1 Equivalent, and the advanced theory level is AMEB Grade 2 equivalent.

Topics commonly studied include:

- Melody and tonality
- Standard notation (treble and bass) & rhythmic values
- Harmony (primary triads and chords)
- Asian, Aboriginal and World Music
- Composition using Band Lab and Sibelius software

This course leads to Year 9 and 10 elective Music and is specifically designed for students wanting to continue studying Music and advancing their skills on their chosen instrument and or voice.

Students are encouraged to undertake private instrumental/vocal lessons that can be organised through the school. All instrument hire needs to be organised independently; however, assistance can be provided through the school.

# PERFORMING ARTS

## YEAR 9 SUBJECTS

### Year 9 Drama - One Semester or Full Year

**Prerequisites:** Students must be prepared to work in team situations and be willing to perform within the school community.

Students gain insights into the human condition through exposure to the dramatic arts. They can imagine what it would be like to be in the same situation as a character in a play and try to understand that character's point of view.

The main objective of Drama at this level is to continue development of students' performance skills and to develop a strong appreciation and love for theatre.

#### Semester 1: On The Road Again – Theatre Company

This elective will involve the creation of a Performing Arts Theatre Company. Students will write and produce a performance and will gain practical insight into the workings of a small Theatre Company, Event Management (Business, Budgeting & Publicity) and Technical Theatre (Lighting, Sound and Costume Design). The key areas studied are Group Performance, On-stage & Off-stage roles and Technical, production and design elements.

#### Semester 2: Lights, Camera, Action: Acting for Film and TV

This elective looks at acting for stage, film and TV with a focus on realism and Australian Theatre. There is a focus on ensemble work, creative problem solving, memory, voice work, performance skills, listening/speaking and analytical skills. The key areas studied are Representational Theatre, Realism (Stanislavski) and Film Production – Acting & Editing skills.

### Year 9 Music - One Semester or Full Year

**Prerequisites:** Successful completion of Year 8 Music.

The Music program in Year 9 involves practical, historical, theoretical and computer technology components with an emphasis on performing and creating music. Students enter the music program from a variety of backgrounds and musical abilities, and this approach caters for each student's learning needs.

In practical lessons students will choose to be part of a band or a vocal ensemble, while in theory classes, students will be taught at different levels according to their individual theory knowledge and ability. The theory level for General theory is AMEB Grade 2 Equivalent, and the advanced theory level is AMEB Grade 3 equivalent.

Topics commonly studied include:

- Rhythms, Pitch, Dynamics and Expression
- Musical Form, Structure, Timbre and Texture
- Film music and the Blues
- Composition using Band Lab and Sibelius software

Students are encouraged to undertake private instrumental/vocal lessons that can be organised through the school. All instrument hire needs to be organised independently, however assistance can be provided through the school.

This course leads to Year 10 elective Music and is specifically designed for students wanting to continue studying Music whilst advancing their skills on their chosen instrument and/or voice.





# TECHNOLOGY & ENTERPRISE

## YEAR 7 - 9 OVERVIEW

At St John's we believe that technologies enrich and impact on the lives of people and societies globally, and there is a growing need for enterprising individuals who can make discerning decisions about the development and use of technologies, generate innovative solutions to complex challenges and contribute to sustainable patterns of living.

Learning in Technology & Enterprise focuses on creating solutions for preferred futures. St John's students will learn about design thinking, systems thinking and computational thinking. They will develop a deeper understanding of traditional, contemporary and emerging technologies processes and production skills, the dynamic nature of the food and hospitality industry, project management skills and business, enterprise and innovation skills. Students will be able to make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future.

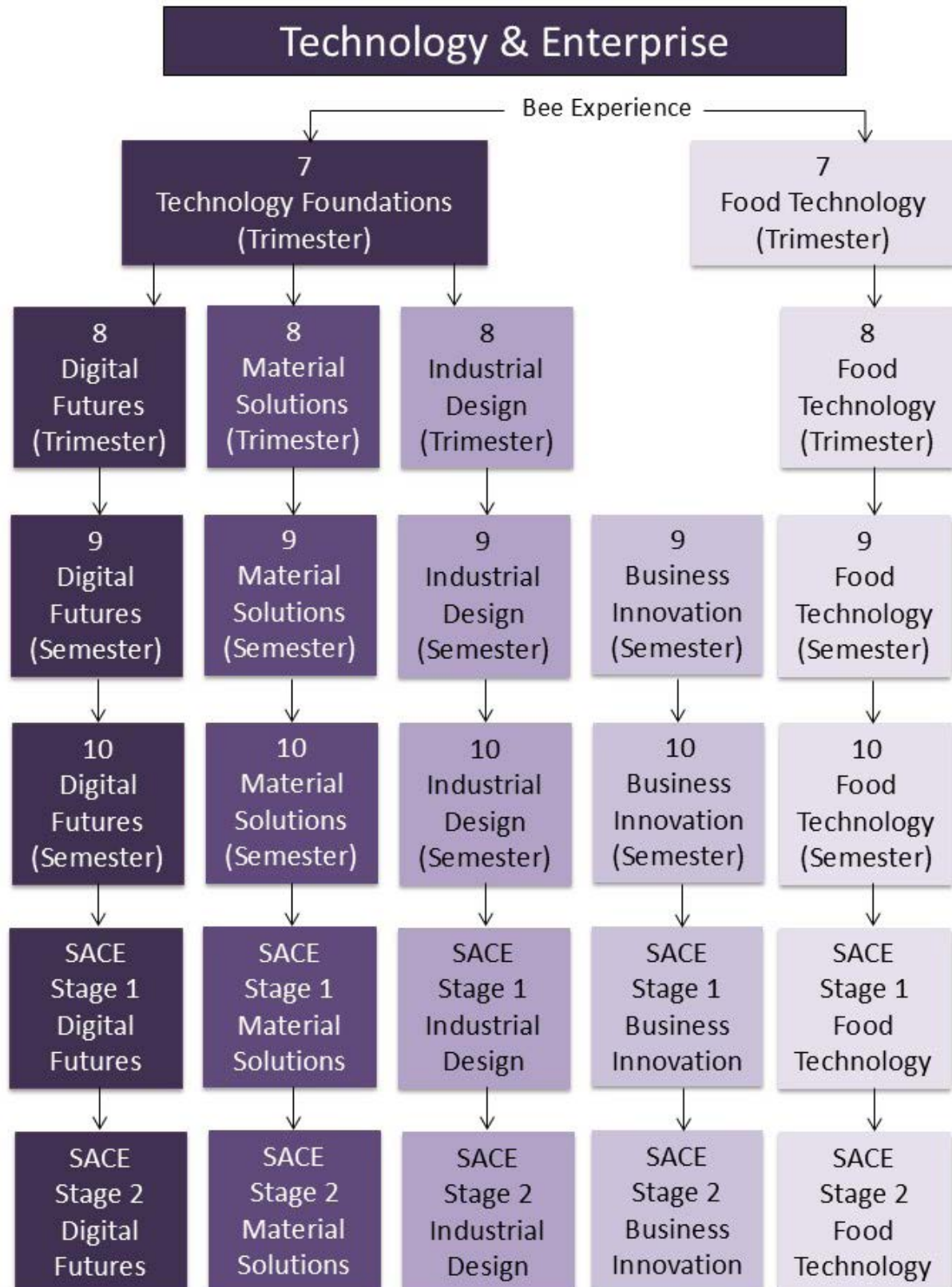
Our Technology & Enterprise curriculum is designed to give students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. We believe that this is best achieved by 'learning through doing'; students will learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about design problems or solutions are refined.

Within Technology & Enterprise there are five possible pathways, all of which purposefully complement each other. These are: Material Solutions, Digital Futures, Food Technology, Industrial Design and Business Innovation.

# TECHNOLOGY & ENTERPRISE

## YEAR 7 - 9 OVERVIEW

### SUBJECT PATHWAYS





# TECHNOLOGY & ENTERPRISE

## Y E A R 7 S U B J E C T S

### Year 7 Design & Technology - 'A Bee-Ginners Taste' - Two Trimesters

This is a foundation course that aims to develop the core skills required to successfully navigate through the Design and Technology Innovation – Materials Solutions pathway. Students develop skills in Design Thinking, Technologies processes and practical production skills by completing tasks with a themed focus on Bees and Honey. Continuity is developed around this theme as students cycle through a rotation consisting of three core units of study in Material Solutions, Food Technology and Digital Futures.

Students explain and engage in designing, innovating and producing products, services and environments for preferred futures. They explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities.

Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

Students develop foundational skills in kitchen hygiene and safety, practical competence, researching and planning, time management, experimentation, collection and analysis of data from peers as consumers, justify design solutions and identifying improvements.

Units in Food Technology:

- Unit 1: Sustainability with Bees Wax Packaging
- Unit 2: Healthy Honey Snack - Recipe Development & Refinement

Units in Material Solutions:

- Unit 1: Building a Bee Hotel – Timber Component
- Unit 2: Building a Bee Hotel – Metal Component

Units in Digital Futures:

- Unit 1: Introduction to Game Development and Coding
- Unit 2: Introduction to Computer Aided Design





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## Y E A R 8 S U B J E C T S

### Year 8 Digital Futures - Space, Rockets and Robotics - One Trimester

Year 8 Digital Futures builds upon knowledge developed within the Foundation Course at Year 7. There is an emphasis on the application of Computational Thinking Skills across a range of core digital learning areas that aim to safely prepare students for their digital futures. Students will develop their knowledge and understanding on how to build rockets, create games and automate robotics using programming software. They will develop skills on how to collect, analyse and present data, and continue to build their understanding of how to safely navigate their digital futures.

Units of learning include:

- Unit 1: Computer Graphics and Game Development
- Unit 2: Space, Rockets and Data Analytics
- Unit 3: Robotics and Autonomous Mars Rovers

### Year 8 Food Technology - One Trimester

Year 8 Food and Technology is a semester length course that aims to develop the knowledge and practical skills required to work confidently in the kitchen. Students will learn essential preparation, cooking and presentation skills through a series of collaborative cooking experiences. Students develop their Design Thinking skills to produce a variety of designed, researched and planned meals that meet a specified design brief. Students inquire and analyse information to develop their understanding of existing products and justify their own designed product. They develop multiple design ideas with specifications and refine these ideas to create a considered design solution. They undertake problem solving, planning, research and experimentation to develop innovative product improvements. Students then work to test and evaluate their productions through multiple means utilising skills that incorporate collecting evidence, evaluating data, judging and justifying solutions. Students are given opportunities for self-directed learning as a way of developing their own time management, self-initiative and engagement.

Topics covered Include:

- Kitchen Safety
- Breakfast Down Under
- Gourmet Pizzas
- Pasta Skills Challenge
- Takeaway Tastes



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## Y E A R 8 S U B J E C T S

### Year 8 Industrial Design - Product Design, CAD & Advanced Systems Technology - One Trimester

Industrial Design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. The Industrial Design pathway has a strong emphasis on the integration of Computer Aided Design, emerging CNC technologies and electronic systems into the product design process and exposing students to new and emerging advanced technologies equipment.

Units of learning include:

- Unit 1: Computer Aided Design: 3D Printing
- Unit 2: Computer Aided Manufacture: Laser Cutting and CAD
- Unit 3: Product Design

### Year 8 Material Solutions - Timber & Metal Products - One or Two Trimesters

Year 8 Material Solutions is a course that builds upon knowledge developed within the Foundation Course at Year 7. Students will further develop their understanding of the Design Thinking process to investigate, design, produce and evaluate products, enabling them to generate innovative design solutions. Students have the opportunity to progress their practical skills through exposure to production processes as well as strengthen their understanding of CAD software.

Units of learning include:

- Unit 1: Timber Materials and Processes
- Unit 2: Metal Materials and Processes
- Unit 3: Sustainability Study



# TECHNOLOGY & ENTERPRISE

## Y E A R 9 S U B J E C T S

### Year 9 Digital Futures - Drones, Robotics & Game Development - One Semester

Year 9 Digital Futures aim to expose students to new and emerging technologies such as drones and robotics automation. Students will continue to build their creative pathways through the development of graphics and games using industry standard programming languages. The course will continue to emphasise the importance of developing Computational Skills, and allow students to apply the Design Thinking process to develop innovative solutions to complex design challenges.

Units of learning include:

- Unit 1: Emerging Technologies - Drones
- Unit 2: Robotics and Automation
- Unit 3: Computer Graphics and Game Development

### Year 9 Food Technology - Taste the World - One Semester

Taste the World is a semester length course that will build upon the knowledge and practical skills developed in year 8. Using the Design Thinking process students will research ingredients and cooking techniques from a range of cultures, including focused research into First Nation ingredients to create delicious, innovative solutions. Students develop interdisciplinary skills to complete a design cycle that incorporates elements of analysis, idea development, solution innovation and testing and evaluation. Students will continue to be reminded of the impact humans have on our environment, and how this can impact food production and resource management.

Topics Covered Include:

- Kitchen Safety
- Land Down Under – Indigenous Flavours
- Dinner in a Bag – Australian Guide to Healthy Eating
- Culinary Chronicles – Reflective Journal
- Best Burger Challenge

### Year 9 Industrial Design - Product Design, CAD & Advanced Systems Technology - One Semester

Industrial Design is a semester length course that builds upon knowledge developed in year 8. The course explores emerging advanced technologies and how these can be integrated into the product design process. Students will further develop their skills using the Design Thinking process to create innovative solutions to complex design problems. The Year 9 course will continue the use of Computer Aided Design, emerging CNC technologies such as 3D printing and laser cutting as well as the use of energy systems.

Units of learning include:

- Unit 1: Computer Aided Design: Control Systems
- Unit 2: Computer Aided Manufacture: 3D Printing, Laser Cutting and CAD
- Unit 3: Product Design

# TECHNOLOGY & ENTERPRISE

## Y E A R 9 S U B J E C T S

### Year 9 Material Solutions - Timber & Metal Products

Year 9 Material Solutions is a semester length course that further develops the technologies processes and production skills introduced in previous years with moderate complexity. Through the Design Thinking Process students will be required to create solutions to design problems using traditional, contemporary and emerging technologies. Further strengthening their CAD knowledge, students will begin to integrate CAM technologies into their designs. Students will explore the social, economic and environmental impacts of various timber and metal materials

Units of learning include:

- Unit 1: Timber Materials and Processes
- Unit 2: Metal Materials and Processes
- Unit 3: Sustainability Study

### Year 9 Business Innovation - Creative Enterprise

Welcome to the captivating realm of Creative Enterprise! This subject is your gateway to exploring foundation business tools and unleashing your creativity through logo design, and business prototypes using app design, and web design software. Prepare to acquire valuable knowledge and skills as you embark on a journey of problem finding, empathizing with customers, building effective project management strategies, and creating impactful marketing platforms.

These essential skills will be your guiding compass as you navigate the dynamic world of business, whether you aspire to start your own venture or contribute to existing organizations. Get ready to unlock your creative potential and leave a lasting impression in the exhilarating world of Creative Enterprise.

Assessment will consist of combinations of reports, investigations and classroom simulations.

Units of learning include:

- Unit 1: Business Tools
- Unit 2: Creative Business Tools
- Unit 3: Collaborative Enterprise Project





**ST JOHN'S**  
GRAMMAR

St John's Grammar School  
2026 Middle School Curriculum Handbook

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