



MYP Years 7-10 Curriculum Handbook 2022



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A message from the Middle Years Learning Leader

Dear Year 7 - 10 Students and Parents/Caregivers,

We welcome you to the Concordia College Middle School. As you embark on your transition into high school, the ability to experience a holistic and broad range of studies is crucial for your development as a life-long learner. Through the International Baccalaureate Middle Years Programme (MYP) you will be able to develop a breadth of skills across and within a range of subject disciplines. The interconnected nature of the curriculum offerings will allow you to embody the Learner Profile, becoming knowledgeable, caring, principled, balanced, open-minded, thinkers, communicators, reflective, inquirers and risk-takers (courageous) of your learning.

The aim of this resource is to provide key information in relation to the curriculum offerings and elective choices in the MYP. You will also find information regarding the Personal Project, the culminating project that showcases student growth and learning in an independent task and the Personal Learning Plan, the first SACE subject for year 10 students to begin their transition into Senior School.

You can also contact the following key teachers if you have any further questions:

The Arts

Art:	Ms Jane Robson
Drama:	Ms Zoe Tidemann
Music:	Mr Mat Noble

Design

Design, Technology & Engineering:	Mr Shane Beitz
Food Design:	Ms Hannah Rosie
Media:	Ms Chrissie File
Digital Technologies:	Mr Matthew Smart

We look forward to working closely with all our students and their families within the MYP, providing students a robust and holistic curriculum that allows for understanding of where strengths and passions may lie for their aspirations after school.

Ms Emily Johnson

Middle Years Learning Leader

Middle Years Programme Framework

The IB MYP is the curriculum framework studied by students from Year 7 – 10

Learning Areas	Year 7	Year 8	Year 9	Year 10
Arts & Design	'Arts' Trimester Rotations of: + Visual Art + Drama + Music + <i>Special Interest Music</i> (studied off-line by selected students) 'Design' Trimester Rotations of: + Design, Technology & Engineering + Food Design + Digital Technologies		4 x Semester Choices: Arts Subjects: + Drama + Music OR Special Interest Music (Full Year only) + Visual Art Design Subjects: + Design, Technology & Engineering + Digital Technologies (Semester only) + Food Design NOTE: Students must choose at least ONE semester of study from each subject area	2 x Full Year Choices: Arts Subjects: + Drama + Media + Music OR Special Interest Music (Full Year only) + Visual Art + Visual Art - Design Design Subjects: + Design, Technology & Engineering + Digital Technologies + Food Design + STEM NOTE: There are no restrictions in students choosing from the subject areas
Christian Studies	Full Year at each Year Level			
Individuals & Society	Full Year at each Year Level	Semester of each HISTORY and GEOGRAPHY at each Year Level		
Language & Literature	Full Year at each Year Level			
Language Acquisition	Full Year of either CHINESE or GERMAN language will be continued through MYP	Continue studying Full Year of GERMAN or INDONESIAN at each Year Level		
Mathematics	Full Year at each Year Level		Full Year of either: + Extension Mathematics + Mathematics + Mathematics Essentials	
Physical Education	Full Year at each Year Level			
Sciences	Full Year at each Year Level		Full Year of either: + General Science + Scientific Studies	

Interdisciplinary units are incorporated at every year level, where students will study the same topic across 2 or more subject areas. These have specific assessment criteria that address both subject specific knowledge, as well as students' ability to combine and transfer understanding, knowledge and skills.

At Year 10 level, all students undertake the Personal Project, a requirement of the MYP and culminating activity allowing students to develop and research based on personal interest. This involves approximately 25 hours of individual planning and action, with a supervisor allocated to each student for guidance.

Year 10 students also complete the Personal Learning Plan (PLP), a compulsory SACE Stage 1 subject (10 credits). The PLP is delivered as part of the Year 10 Pastoral Care Program by the Year 10 Pastoral Leader.

Christian Studies

Overview

At Concordia the Middle School Christian Studies courses have been developed using Lutheran Education Australia's *Christian Studies Curriculum Framework*. The subject aims to stimulate and challenge each student so as to develop their knowledge and understanding of, and ability to analyse, religious thought, belief and faith, focusing particularly on the three monotheistic religions; Judaism, Christianity and Islam. Christian Studies does not assume Christian faith in the student.

It provides opportunities for students to express faith, but does not overtly or covertly put pressure on them to do so. It is accessible and inclusive for all students, regardless of their beliefs, experiences, background, needs and skills.

Aims

Through the study of Christian Studies students will learn to:

- + gain a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature
- + gain a clear understanding of the religious, philosophical and spiritual beliefs and commitments that underpin people's life and worldview
- + become articulate, empathic and discerning members of their community
- + listen to and identify the issue underlying discussion
- + enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different from their own
- + present an informed, well defended personal position

Year 7	
The Magician's Nephew	Students explore the themes of the prequel to the Narnia series.
CS Lewis	Students investigate the life of CS Lewis.
Relationships	Students explore the parables in Luke's Gospel and analyse what these stories can tell us about relationships.
Leadership	Students explore the various capacity of leaders in the Bible.
Year 8	
The Gospel of Matthew	Examine the Beatitudes and their application for life.
The Chronicles of Narnia and CS Lewis	Students examine and reflect on the impact of sin, evil and grace in the world. Students explore the life and writings of C.S. Lewis
The Abrahamic Religions	Students examine the three monotheistic religions of the world and their relationship to Abraham.
Exodus	Students analyse Christian beliefs about the ways God reveals himself as one God while making careful analysis of cultural and historical concepts of the Bible and develop skills for examining scripture and its purpose.

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Year 9	
The Gospel of Mark	Students analyse and reflect on the identity and message of Jesus the Christ and critically discuss the nature and purpose of the Bible as God's inspired word and its relevance to Christians in a contemporary context.
The Book of Hosea	Students explore the Christian belief that individuals are to be responsible to God, self and others and apply Christian stewardship to social and political, environmental and economic issues.
Wisdom	Students evaluate wisdom as a source of guidance for their lives, reflect on life and the role wisdom plays in it and investigate sources of biblical wisdom (Ecclesiastes, Proverbs)
Creation	Students examine how humanity constructs knowledge, critically examine the use of evidence in the formation of knowledge and explore the Creation narrative
Year 10	
The Nature of God	Students analyse how actions reveal character, examine the nature of God as seen in Genesis 3, 4, 6 and 11, evaluate the nature of people based on their actions, and review the character of humans based on their actions.
Worship	Students explore the nature of Christian worship, particularly in relation to the way in which God serves humanity by giving it access to his presence.
Access	Students examine the relationship between access and value
Who is Jesus	Students historically, Biblically, traditionally examine the person of Jesus
1 Corinthians	Students investigate the message of Paul to the church of Corinth with particular focus on its relevance to today
Right and Wrong	Students explore the difficulties of determining right and wrong

Assessment procedures in Christian Studies are consistent with those used in the International Baccalaureate Middle Years Programme. Note that not all assessment criteria are necessarily addressed in every task or assessment period.

MYP ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Aims

The aims of MYP arts are to encourage and enable students to:

- + create and present art
- + develop skills specific to the discipline
- + engage in a process of creative exploration and (self-) discovery
- + make purposeful connections between investigation and practice
- + understand the relationship between art and its contexts
- + respond to and reflect on art
- + deepen their understanding of the world.

MYP Arts Subject at Concordia:

At Concordia, MYP Arts consists of the following learning areas:

- + Visual Art
- + Music AND Special Interest Music
- + Media
- + Drama

More information regarding each of these subjects is included in the preceding pages

Arts – Drama

Overview

MYP Drama develops theatre and life skills. Through experiential learning, the subject aims to give students an understanding of human behaviour and the human condition in the context of the artform of Drama.

Drama is a dynamic, collaborative and live art form and at the centre of all learning are the transferable skills of communication, creativity, collaboration and critical thinking. Through a range of individual and collaborative tasks, students use these skills to explore the elements of drama which in turn create meaning on stage – role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.

Each unit of inquiry encourages a theoretical and practical exploration, that culminate into performance pieces. Students are encouraged to develop their self-confidence through these performances and then to reflect upon the process and outcomes of their experiences. They express shared beliefs, record experiences, present concepts and explore personal opinions and feelings. Through reflection and the opportunity to explore local and global issues and cultural traditions, students gain insight into others' lives and their own and develop social and artistic perspectives.

Year 7 and 8 Course Outline

In Year 7 and 8, students experience the art form of Drama in a trimester unit of study. They explore the elements of drama, improvisation, scripted drama and playbuilding and devising. Knowledge and skills develop in sophistication over their 2 trimester learning experience.

Aims

In Years 7 and 8 Drama, students:

- + learn about and develop their understanding of the elements of drama
- + develop confidence and self esteem
- + shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- + draw on drama from a range of cultures, times and locations as they experience drama
- + explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- + maintain safety in dramatic play and in interaction with other actors
- + understand the contemporary and historical influence of Drama and how it helps us to understand our place in society

Year 9 and 10 Drama Course Outline

In Year 9, students choose to engage in a one or two semester program of Drama. In Year 10, students engage in a full year of study of Drama. Across both years, students experience units of study that explore dramatic forms, performance styles and historic, cultural and social contexts in an experiential, collaborative and creative way.

In Year 9 and 10 Drama, students link classroom learning to real world industry experience. There is a deliberate focus on the student as artist and ongoing engagement with professional live theatre and workshops facilitated by professional artists from companies such as SAYArts, Slingsby, Windmill Theatre Company and The State Theatre Company.

Aims

In Year 9 and 10 Drama, students:

- + refine and extend their understanding of the elements of drama
- + develop confidence and self esteem
- + draw on drama from a range of cultures, times and locations as they experience drama
- + explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- + evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- + build on their understanding of the roles of artists and audiences as they engage with more diverse performances
- + understand the contemporary and historical influence of Drama and how it helps us to understand our place in society

Units Of Study

Units of Study develop sequentially from Years 7 to 10 and explore the artform of drama using historic and contemporary lenses. MYP Key Concepts, Related Concepts and Global Contexts are experienced by students in relation to inquiry questions.

Year 7 Drama	Year 8 Drama	Year 9 Drama	Year 10 Drama
Elements of Drama	Elements of Drama	Voice	Individual Performance
Playbuilding and Devising	Playbuilding and Devising	Playbuilding and Devising	Playbuilding and Devising
Scripted Drama	Scripted Drama	Script to Stage	Realism and Scripted Drama
Improvisation	Improvisation	Melodrama	Greek, Medieval and Elizabethan Drama
		Comedy and Clowning	Commedia dell'arte
		Physical Theatre and Creative Movement	Elements of Production
		Responding to Drama	Responding to Drama

Assessment

Assessment in Drama is ongoing and based on both process- collaborative or individual- and performance. Our specialist Drama staff provide continuous reporting for all students and reflect on their achievements through formative and summative frameworks. Students reflect on their own learning throughout units of study in a Process Journal and engage with elements of digital media to document their learning journeys.

Arts – Media

Overview

Media supports students to develop their knowledge, understanding and practical skills to ensure that, individually and collaboratively they:

- + can participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- + can think creatively and critically, to explore perspectives in Media - as both producers and consumers
- + develop a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- + develop knowledge and understanding of their active participation in existing and evolving local and global Media cultures
- + develop practical skills in working with a range of industry-standard Media technologies and software
- + develop an awareness of Media associated environmental & social issues

Year 10	
Unit 1: Advertising	<ul style="list-style-type: none"> + Students understand the pre-planning and process-requirements of filmmaking e.g. storyboarding, shot-lists etc + They develop basic practical skills linked to camera functions/techniques and editing + Students explore a variety of advertising techniques to understand what makes an advert memorable/successful, before working collaboratively to produce their own + Students evaluate their product and personal contribution to the project
Unit 2: Documentary	<ul style="list-style-type: none"> + Students examine the history of documentaries and analyse a range of examples to inform their own planning + Students further develop their practical camera/audio and editing skills + Students work collaboratively and liaise with external companies/individuals, to create a short documentary film + Students evaluate their product and reflect upon what they have learnt
Unit 3: Television Studio Production	<ul style="list-style-type: none"> + Alongside creating an appropriate title sequence, students research, plan and produce a television program about a topic of their choosing. + Students develop skills and understanding in television studio roles, equipment and production processes
Unit 4: Photography	<ul style="list-style-type: none"> + Students learn about different photographic techniques/functions of the camera, and how to digitally manipulate photographs + Students use the photography they produce to create a website that showcases their developing skills

Arts – Music

Overview

Music is a means of communication and expression that transcends the written and spoken word. We acknowledge the impact of music education on all domains of human development. It's the aim of Concordia's Music Department to enhance student wellbeing by providing quality music education within an inclusive, safe and stimulating artistic environment. Our goal is to empower all students to develop their potential as Imaginative, Confident, Collaborative, Committed, Knowledgeable and Resilient members of community.

Students work collaboratively and individually to perform; research and identify issues; provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate musical works. Our focus is to provide all students with opportunities to experience music, and to function as musical participants.

Participation in Music will enable students to:

- + Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- + Explore their world through the processes of music analysis and music creation;
- + Acquire and develop skills needed for the creation of musical pieces;
- + Use the language, concepts and principles of music;
- + Communicate their thoughts and ideas through music;
- + Create music;
- + Reflect on, appreciate and evaluate their work and the work of others;
- + Develop receptiveness to music forms across time, place and cultures, and perceive the significance of these forms as an integral part of life.

Special Interest Music

The Special Interest Music program is an extension course which is offered to students with previous musical experience. Students are required to audition for this advanced stream. In Year 7 and 8 this course is offered off-line as an additional program of study. The Year 9 and 10 Course continues to be an extension program offered to students with significant musical experience in both learning areas of practical and theory. The Year 9 and 10 courses are delivered over two semesters and made up of two areas of study which build on the skills and knowledge obtained from previous year levels. The Special Interest Music course is offered to students continuing from the previous year, however other students may apply to undertake an audition at the discretion of the Director of Music.

Year 7 & 8	
<p>General Music</p> <p>13 Week (tri-mester) duration</p>	<p>The Year 7 & 8 General Music course is an introductory one which enables students with a variety of musical experience to develop their skills.</p> <p>APPLIED MUSIC - 2 modules per week</p> <p>An integrated topic covering areas of study including, but not restricted to; music literacy and aural skills development, critical listening, drum kit playing, tuned percussion, music creation (composition), digital music creation.</p> <p>Students who have had previous theory and /or instrumental experience are accelerated to an appropriate level.</p> <p>PERFORMANCE - 2 modules per week</p> <p>All Year 7 & 8 Music students are offered class ensemble electives (including voice) depending on their previous musical experience and area of interest.</p> <p>These electives are:</p> <ul style="list-style-type: none"> + Class instrumental ensemble (may include vocalists) + Basic guitar, percussion or keyboard ensemble <p>Students who study an instrument are encouraged to join one of the many instrumental groups at Concordia. All Year 7 & 8 students are encouraged to join the Year 7/8 Choir and/or Jazz Choir program.</p>
<p>Special Interest Music</p> <p>Year 7 - Full year course</p> <p>Year 8 - Full year course</p>	<p>The course is made up of two areas of study.</p> <p>APPLIED MUSIC</p> <p>This is an integrated topic covering areas of study including: music literacy, aural skill development, music analysis, music technology, composition and basic arranging.</p> <p>Units include Gamelan Orchestra, African Drumming, Class Ensemble and song writing. Students study theory at a level appropriate to their current knowledge.</p> <p>PERFORMANCE</p> <p>Students present a solo performance on their instrument of study (or voice) at the end of each semester. It is a requirement that students involved in the Special Interest Music course are undertaking regular individual lessons on their instrument with a specialist instrumental tutor.</p>

Year 9 & 10	
<p>Music Explorations</p> <p>Year 9 – Full year course Year 10 – Full year course</p>	<p>APPLIED MUSIC</p> <p>This topic consists of a series of units dealing with a variety of aspects of music. They include:</p> <ul style="list-style-type: none"> + Digital Music Creation + Music Literacy + Historical and stylistic context + Analysis + Composition and Arranging + Aural skill development <p>PERFORMANCE</p> <p>Students will focus on creating music through utilisation of digital instruments and software, with the possibility of combining with acoustic instruments and/or voice.</p> <p>Ensemble Performance – Students are offered class ensemble electives (including voice) dependent on experience.</p> <p>Although encouraged, it is not a requirement of this course that students undertake individual lessons on their chosen instrument(s)/voice.</p> <p>Students are also encouraged to be involved in the College’s co-curricular music program.</p>
<p>Music Studies</p> <p>Year 9 – Full year course Year 10 – Full year course</p>	<p>APPLIED MUSIC</p> <p>This is an integrated topic covering areas of study including: Music literacy, aural skill development, music analysis, music technology, composition and arranging.</p> <p>Students study theory at a level appropriate to their previous knowledge.</p> <p>PERFORMANCE</p> <p>Students present a solo performance on their chosen instrument(s) of study (or voice) at the conclusion of each semester. Students also perform in a class ensemble on their chosen instrument(s) or voice. It is a requirement that students undertaking this area of study will have regular individual lessons on their instrument(s) with a specialist instrumental tutor.</p> <p>Students are also encouraged to be involved in the College’s co-curricular music program.</p>

Assessment tasks in Music

A range of summative tasks are utilised including; presentations, performances, compositions, arrangements, and solo and ensemble performances.

Arts – Visual Art

Overview

Visual Arts exercise our creative, intuitive faculties that offer a distinctive way of learning where seeing, feeling, thinking and creating are combined in a powerful form of visual communication. Students have opportunities to research, identify and discuss issues, to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate art works. The arts are a powerful medium for the exploration of the human condition, our society and our world.

Aims

The aims in Visual Arts are to enable students to:

- + experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- + explore the processes of Visual Arts
- + acquire and develop skills needed for the creation of art work
- + use the language, concepts and principles of Visual Arts
- + communicate their ideas through Visual Arts
- + create art work
- + reflect on, appreciate and evaluate their work and the work of others
- + develop receptiveness to art forms across time, place and cultures, and perceive the significance of these forms as an integral part of life.

Units of Study are based on the Principles of Art and Design using the following media for each year level and addressing Key Concepts, Related Concepts and Global Contexts in relation to inquiry questions.

Year 7 Art	Year 8 Art	Year 9 Art	Year 10 Art	Year 10 Art Design
Drawing: introduction to new media	Drawing: Mixed Media	Drawing: Mixed media	Drawing: Mixed media, wide range of techniques and applications	Journal Development
Painting: introduction to techniques	Painting: wider range of techniques and applications	Painting: development in a wider range of applications	Painting: Acrylics, watercolour, mediums and experimental applications	Design Briefs
Ceramics: Introduction	Ceramics	Ceramics	Ceramics: Combining techniques and advanced skills	Introduction to: Graphic Design, Industrial Design, Architecture and other areas
Introduction to Design fundamentals	Design fundamentals: Digital imaging and layouts	Adobe Photoshop	Adobe Photoshop and Digital Photography	Adobe Creative Suite: introduction and development and other relevant ICT
Mixed Media	Basic Printmaking	Printmaking	Printmaking	Concept Drawing
Sculpture and combined Medias	Mixed Media and 3D forms	Mixed Media	3D Mixed Media	Design Products: 2D & 3D

Assessment Tasks in Art

A range of summative tasks is employed which includes practical applications and historical and analytical responses to art using appropriate visual language.

MYP DESIGN

MYP Design is planned to develop and foster creative thinking through investigating, designing, planning, creating and evaluating products. Studies in Design helps students to adapt to new experiences, approach problems with the appropriate skills and techniques, and develop creative and innovative solutions.

Aims

The aims of MYP Design are to:

- + encourage an awareness of the impact of design
- + develop an appreciation of the intercultural aspects of design
- + provide a variety of technological information and ideas
- + encourage curiosity, ingenuity, resourcefulness and discrimination
- + stimulate self-confidence through the knowledge and application of technology
- + develop practical skills and perseverance in the creation of products/solutions
- + foster responsibility for designs, decisions, actions and assessment
- + promote effective cooperation and respect for individual differences when responding to technological challenges.

MYP Design Subjects at Concordia:

At Concordia, MYP Design consists of the following learning areas:

- + Design, Technology & Engineering
- + Digital Technologies
- + Food Design
- + Media
- + STEM

More information regarding each of these subjects is included in the preceding pages

Assessment Information for all Design Subjects

The criteria are used in assessment for all Design subjects are the same. Note that not all assessment criteria are necessarily addressed in every task or assessment period. Please refer to the table at the end of the subject information for the assessment criteria.

Design – Food Design

Food Design provides students with the opportunity to combine their flair and creativity with technical skills and practical knowledge when preparing and presenting food. Food Design is a vibrant, hands-on subject where students develop vital life-skills and an invaluable understanding of healthy food and quality nutrition. Our goal is to provide a supportive environment where students develop confidence in the kitchen and a life-long love of “all things food”.

A key focus of Food Design is fostering the understanding of how to apply the MYP’s Design Cycle to healthy eating and product development. Students are encouraged to follow their passions and develop creative solutions to a variety of challenges involving food.

The Middle Years Food Design course leads seamlessly into Food and Hospitality in Years 11 and 12 and Concordia College is proud to offer this proven pathway from MYP Food Design into SACE Stage 1 and 2.

Aims

The aims of MYP Food Design are to:

- + develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities.
- + develop the knowledge to make healthy choices about food and nutrition and explore the range of influences on these choices.
- + build the skills to access and assess nutritional information that can support healthy choices.
- + learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with nutrition principles to food selection and preparation. This is done through the design and preparation of food for specific purposes and consumers.
- + develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.
- + develop practical skills and a working knowledge of kitchen safety and hygiene, and develop the ability to effectively manage equipment, resources and time.

Year 7	
Trimester Sustainable Table	Students learn about food sustainability and investigate the importance of selecting local and seasonal foods. Students then design, plan and create a healthy product that uses fresh seasonal produce.
Year 8	
Trimester A Taste of Australia	Students learn about multicultural foods and prepare a range of healthy and nutritious dishes from around the world. They then design and create a meal that reflects South Australia’s culturally diverse food scene.

Year 9	
Semester	
Street Food Vendor	Students explore the exciting world of Asian street foods. Students are then challenged to assume the role of a street food vendor and develop and create their own product for sale.
Eating for Peak Performance	Students learn about nutrition and how to fuel their bodies for optimum outcomes. Also in this unit, students learn how to prepare meals for the Year 9 camp.
Who Needs UberEATS?	Students design and create a meal that would be suitable for sale on the UberEATS platform. Students investigate the impact of food delivery platforms on current eating patterns.
Celebrating around the world	Students investigate celebration foods from around the world and then design, plan and create a product or meal suitable for a celebration or gift.
Year 10	
Full Year	As trends change in the Food and Hospitality industry, so too do the topics we teach at Year 10. Below are examples of some of the topics we cover:
Nutrition and Lifestyle	Students investigate the relationship between food choices and health with a focus on preventing diet-related illnesses. They then develop and create a healthy meal suitable for their own specific nutritional needs. Practicals: Students will build a repertoire of fresh, nutritionally balanced meals they can create now and in the future.
Tasting Italy	Students investigate the rich and diverse food culture of Italy and its influence on contemporary eating patterns. Students develop and create a dish that captures the essence of Italian cooking. Students will learn how to make pizza, pasta, gnocchi and other Italian dishes from scratch.
Fabulous Foodies	Students explore how passionate “foodies” inspire and entertain us with their culinary creations. Students will create and style a dish inspired by leaders in the food world including Maggie Beer, Jamie Oliver and Donna Hay. Practicals: Students make the signature dishes of a range of influential chefs and foodies.
Café Culture	Students engage with the vibrant and dynamic café culture in Adelaide through excursions and practical experiences. Students will then work collaboratively to create their own café concept and menu items. Barista skills will be taught as part of this unit as well as the creation of a range of on-trend café meals.
Others include: Trending Tables	Where students investigate the impact of social media on the food and hospitality industry and then work in groups to create an #instaworthy cafe or restaurant concept
Foods of France	Where students are asked to explore and implement the skills and traditions of one of the great culinary nations.

Design – Design, Technology & Engineering

Overview

Design, Technology & Engineering actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technology contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products.

Through practical application, students develop dexterity and coordination through experiential activities. Design, Technology & Engineering motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Aims

Design, Technology & Engineering specifically aims to develop the knowledge, understanding and skills required to ensure that students:

- + develop confidence as critical users of technology and designers and producers of designed solutions
- + investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- + use design and systems thinking to generate design ideas and communicate these to a range of audiences
- + produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely
- + evaluate processes and designed solutions and transfer knowledge and skills to new situations

Year 7	
Bridge Construction (Trimester)	<ul style="list-style-type: none"> + Introduction to the design cycle + Introduction to workshop procedures and safety + Students investigate structures and forces that influence construction + Historic and contemporary bridges are analysed and adapted to construct a scaled model bridge + Bridge is then evaluated for function and aesthetics
Year 8	
Edge Lit Sign (Trimester)	<ul style="list-style-type: none"> + Further develop skills using the design cycle + Extend workshop skills, procedures and safety awareness + Develop skills and understanding when working with resistant materials including acrylic and timber + Introduction to electronics + Introduction to Adobe Illustrator and the laser cutter + Based on the theme of ‘Communication’, students investigate, develop ideas, create and evaluate an Edge Lit Sign

Year 9	
<p>Bluetooth Speaker (Semester)</p>	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a Bluetooth speaker. The project is to be completed in accordance with specifications provided, however innovation and creativity is encouraged within the design brief + Construction of the speaker involves laser cutting panels and front fascia, 3D printing a handle and building the electronic circuitry to enable correct function from a Bluetooth device
<p>Footstool (Semester)</p>	<ul style="list-style-type: none"> + Students are introduced to simple framing construction techniques + The major practical project involves the designing and construction of a small footstool and incorporates the use of laser etching to enhance project design
Year 10	
<p>Full Year Course</p> <p>Storage Solution</p>	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a timber storage solution that can be used for a specific purpose + This unit involves cabinet making skills and finishing techniques + Use of the laser cutter, 3d printer and electronics is an optional part of the manufacturing process
<p>Candelabra</p>	<ul style="list-style-type: none"> + Students work within guidelines to develop a design brief that will be used to create a metal candelabra + Metal fabrication and gas welding processes will be the main focus of practical work

STEM (Science, Technology, Engineering & Mathematics)

Overview

STEM education at Concordia College aims to engage students in real-world, rigorous and relevant STEM-related learning experiences that combine concepts from two or more of the STEM-related disciplines. STEM learning experiences and subjects, seek to increase student interest and experience in STEM-related fields and improve students' problem solving and critical analysis skills.

The Year 10 STEM course also integrates key elements of Digital Technologies skills and knowledge.

Year 10	
Full Year Course	<ul style="list-style-type: none"> + Further develop practical skills in working with acrylic, metals, timber and corflute. + Develop awareness of specific safety requirements associated with the processes involved. + Relate Design, Technology and Engineering issues to the Industrial environment. + Introduce the concept of computer aided design and manufacture (CAD/CAM). + Appreciate and apply scientific and mathematical skills in technological design.
Aerodynamics and Flight (Semester)	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a balsa wood model glider to improve performance. + This unit involves buoyancy, Bernoulli's principle, the lift and drag equations, fixed wing design and model craft performance.
Rocketry (Semester)	<ul style="list-style-type: none"> + Students investigate, develop ideas, create and evaluate a water powered rocket. + Students use the scientific method to investigate some of the factors that affect rocket flight, they select materials and further develop 3D printing and laser cutting skills.

Digital Technologies

Overview

Digital Technologies supports students to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, they can:

- + design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- + use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- + confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- + apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- + apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Year 7 & 8	
Year 7 (Trimester) Scratch (Blockly Coding) Game Development	In Year 7 & 8 Digital Technologies, students: <ul style="list-style-type: none"> + Investigate how data is transmitted and secured in wired, wireless and mobile networks + Learn about binary code and how this is used in digital systems to represent text, images and audio + Develop problem solving skills by breaking down larger problems that take into account various constraints + Develop a coding skills + Explore robotic technologies
Year 8 (Trimester) Python (Scripting) Application Development	
Year 9 & 10	
Year 9 (Semester) Hardware, Networks & Security Online Application Development (HTML, CSS, JavaScript)	In Year 9 & 10 Digital Technologies, students: <ul style="list-style-type: none"> + Explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. + Explain simple data compression, and why content data are separated from presentation. + Plan and manage digital projects using an iterative approach. + Define and decompose complex problems in terms of functional and non-functional requirements + Design and evaluate user experiences and algorithms, implement modular programs, including an object-oriented program. + Take account of privacy and security requirements when selecting and validating data through online forms and applications + Test and predict results and implement digital solutions + Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
Year 10 (Full Year) Basic and Advanced Programming Animation / Game Development Robotics / Electronics	

Individuals and Societies

The Individuals and Societies subjects covered at Concordia College (under the Humanities banner), are Geography and History. The curriculum is in line with both the Australian Curriculum and the MYP.

Overview

Concordia Humanities is taught as discrete Geography and History units (Years 7 & 8) or as separate subjects (Years 9 & 10), in line with the MYP curriculum framework.

Aims

Through the study of Humanities students learn to:

- + Communicate and analyse historical and geographical information
- + Appreciate their own and other people's past and traditions
- + Develop an understanding of the ways in which environments change through physical as well as human action
- + Gain an understanding of how local changes may have global impacts
- + Consider a range of points of view and detect bias
- + Enhance their sense of curiosity, their imagination, and critical thinking skills
- + Develop and improve their critical literacy.

The curriculum is designed to accommodate a progressive development of the skills specific to the studies of Geography and History. Students will be fully prepared to make choices from the large range of Humanities subjects offered in Years 11 & 12 in the South Australian Certificate of Education. Interdisciplinary units are incorporated into each year level in the Humanities programs.

	History	Geography
Year 7	<p>The Year 7 History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE). Students investigate the following units :</p> <ul style="list-style-type: none"> + Introduction to historical inquiry + Concordia History + Ancient Worlds – Greece, Rome, China or Egypt + Civics and citizenship 	<p>The Year 7 Geography curriculum provides a study of geographical concepts and skills that relate to experiences of Australians on local, national and global scales. Students study the following units:</p> <ul style="list-style-type: none"> + Introduction to Geography Skills + Place and liveability + Water in the world + Atmospheric and hydrological hazards
Year 8	<p>The Year 8 History curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). Students investigate the following units:</p> <ul style="list-style-type: none"> + Medieval Europe + The Black Death + Shogunate Japan 	<p>The Year 8 Geography curriculum provides a study of the significance, interconnection and characteristics of places and the relationships between them. Students study the following units:</p> <ul style="list-style-type: none"> + Landforms and landscapes + Changing nations + Town planning

History		Geography
Year 9	<p>The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. Students will investigate these themes through the following units:</p> <ul style="list-style-type: none"> + Making a better world (The Agricultural and Industrial Revolution) + Australia and Asia (Making a nation) and + World War 1 	<p>The Year 9 Geography curriculum provides a study of the significant geographical processes which shape people, places and environments. Students study the following units:</p> <ul style="list-style-type: none"> + Biomes and food security + Geographies of interconnections
All students study one semester of:		Choice of 1 for one semester:
Year 10	<p>The Year 10 History curriculum provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. These themes are investigated through three depth studies:</p> <ul style="list-style-type: none"> + The interwar years and World War II + Rights and freedoms, and + The globalising world (Popular culture) 	<ul style="list-style-type: none"> + Decisions, Decisions, Decisions - Successful Decision Making In this semester long course, students will be introduced to a variety of skills and concepts that will enable them to make wise and considered choices in their personal, financial and commercial endeavours. Students will be exposed to these important skills and concepts by participating in Economics and Business classes. + Crimes and Punishment Students will analyse how crimes and punishment interact in society and explore the structures of the Australian Legal System and the dynamic nature of law within our global context. + People, Places & Environments Students explore interconnections between people, places and the environment, through focused studies on human wellbeing and environmental change and management.

Assessment Tasks in Individuals and Societies

Assessment tasks used depend on the subject, topic under study and the year level. Tasks include research assignments, paragraph and essay writing, reports, tests, role plays, posters, individual and group oral presentations, model building, sources analysis and graphical representations.

Language and Literature: English

Overview

The study of Language and Literature has a double role to play.

- + It provides the basic tools of communication by enabling efficient learning of all subjects within the school, developing social contacts and encouraging self-expression.
- + It provides the study of a broad variety of forms of expression through language by: fulfilling cultural and intercultural roles; influencing the personal, moral and spiritual development of the student through literature; and deepening the student's understanding of human nature and values.

Aims

The aims of the Language and Literature program are to encourage the students to:

- + Use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- + Use language as a tool for personal growth, social interaction and for developing relationships
- + Comprehend aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- + Explore the many facets of the language through the use of media and information technology
- + Develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- + Read widely and develop a lifelong interest in reading; develop a critical and creative approach to studying literature
- + Consider the role of literature both culturally and historically.

Language and Literature is a developmental subject, and building on the existing skills of each individual student is of foremost concern. The following list of skills and concepts is a general guide to the content of the courses at different levels in the middle school. All of the aims and objectives of the course are addressed in each year level, with an increasing degree of complexity and sophistication.

Listening, reading, viewing

	Years 7 and 8	Years 9 and 10
Prose Texts	Understanding character, plot and setting; analysing issues raised in texts; developing independence in reading choice.	Understanding the social context of texts and readers; understanding the ways texts position readers.
Visual and Media Texts	Analysing the way films tell stories; reading and understanding features of a variety of media texts	Developing more sophisticated skills in film analysis; studying the techniques of advertising.
Poetry Texts	Understanding poetic techniques through different forms of poetry - haiku, acrostics, cinquains, and so on.	Developing sophistication in analysing the effects of language; understanding more complex poetic forms.

Speaking, writing, responding

	Years 7 and 8	Years 9 and 10
Narrative writing	Developing an understanding of concepts such as setting, character and plot; planning, drafting and publishing work.	Writing in genre – for example, science fiction, fantasy, gothic; writing play scripts; writing a short story.
Personal writing	Journal writing, letter writing, ‘blogging’, reflection, and poetry writing	Developing personal projects, writing personal recounts.
Essay writing	Writing in paragraphs, structuring ideas, and developing topic sentences.	Constructing a convincing argument using evidence; writing a balanced and objective essay on a social issue.
Oral presentations	Working in small groups; developing confidence in front of others; interviewing others and working in groups.	Delivering a sustained formal speech using appropriate cues; developing a sophisticated awareness of audience.
Functional writing	Developing skills in writing different text types such as sport journalism, ‘Behind the News’ reports, letters, recipes, etc.	Developing skills in writing such texts as resumes and applications; referencing work correctly.
Responding to texts	Responding thoughtfully, creatively and critically to texts; comparing and contrasting texts with each other.	Responding with critical awareness to a range of texts; analysing the social and cultural contexts of texts.
Language and grammar	Improving spelling, punctuation, sentence construction, paragraphing, note-taking and handwriting.	Consolidating skills in editing and proofreading own work.

Year 10 English

Year 10 English focuses on developing students’ literacy skills through a range of spoken, written and visual texts. A range of different genres, themes and topics are explored to help provide students and meet their needs of development of English skills. During Term 3, students in Year 10 will be offered flexibility of choice within the program, to better personalise their learning experience. This will include options to further explore a specific genre, theme or type of text.

Sample texts

The Year 7 teachers select texts appropriate to the integrated units of work their classes are studying. Year 8, 9 and 10 teachers select texts suitable for their classes from a varied collection in the school library. At each year level there will be some texts with a focus on indigenous perspectives, and some texts with a focus on Asia, in keeping with the requirements of the Australian Curriculum. Texts that have been recently taught are: *Boy Overboard*, *Red Dog*, *Holes*, *Ugly* (Years 7 and 8); *The Curious Incident of the Dog in the Night-time*, *Jasper Jones*, *Maus* (Years 9 and 10).

Language Acquisition

The Language Acquisition subjects (non-mother-tongue languages) in the MYP at Concordia College are German and Chinese.

Overview

The overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator. The objectives of MYP Language Acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- + learning language
- + learning through language
- + learning about language (Halliday 1985).

Language Acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the students with a skills base to facilitate further language learning.

Language Acquisition Pathway

Year level	MYP Phases
Year 7	1
Year 8	1 and/or 2
Year 9	3
Year 10	4

Language learning is recognised as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development.

After completion of Phase 4, students can make the transition into SACE Continuers (German or Chinese), or undertake SACE Beginners French.

Students with special learning needs or those who come to school after Year 8 are catered for through formal differentiation.

Aims

Students are encouraged to become “critical and competent communicators” by:

- + gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- + develop a respect for, and understanding of, diverse linguistic and cultural heritages
- + develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- + enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- + enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- + enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy

- + enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- + offer insight into the cultural characteristics of the communities where the language is spoken
- + encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- + foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Units of Learning in German

Year 7 (& Year 8) Phase 1	Year 8 Phase 2	Year 9 Phase 3	Year 10 Phase 4
<ul style="list-style-type: none"> + meeting people + German-speaking countries + introducing self + numbers + colours + family + pets and animals + school and classroom + celebrations and elective themes + free time and hobbies 	<ul style="list-style-type: none"> + my region + food and health + my city + fashion and shopping 	<ul style="list-style-type: none"> + you, your family and friends + daily routine + festivals and celebrations + the media + hobbies and weather + migration (German settlement in SA: Hahndorf) 	<ul style="list-style-type: none"> + where and how I live + the environment (environmental problems and solutions) + tourism in Germany (focus on Duesseldorf and Berlin) + school and future aspirations + problems young people face

Chinese Curriculum

Studying Chinese at Concordia is an intercultural approach to language learning and teaching. The language is taught within cultural contexts. Students are encouraged to use the language in everyday situations. A variety of Chinese language texts are reviewed with the language learned to apply to students' own contexts.

They learn about the Chinese language in a wide range of authentic applications which reflect the Chinese culture as it is today. The teaching is designed to develop their listening, speaking, reading and writing skills. Students are encouraged to develop the skills necessary to become independent learners. Units of learning in Year 7 are *My Friend & Myself* and *My Family and Chinese Characters*. Units of learning beyond Year 7 are presently being developed.

The benefits of studying Chinese puts students in good stead as future leaders.

Mathematics

Overview

MYP mathematics aims to give students an appreciation of the usefulness, power and beauty of the subject. The language of mathematics enables people to model events and situations and provides a key to understanding the world in which we live. A study of mathematics also provides the opportunity to study the language of mathematics for its own sake.

With the rapid pace of technological development, it is difficult to foresee the mathematical knowledge that students will need during their lifetime. Therefore, it is essential that students are equipped with a solid base of mathematical knowledge, related skills and attitudes to enable them to adapt as their needs arise.

Aims

The aims of MYP mathematics state in a general way what the teacher may expect to teach or do and what the student may expect to experience or learn.

The aims of teaching and learning mathematics are to encourage and enable students to:

- + recognize that mathematics permeates the world around us
- + appreciate the usefulness, power and beauty of mathematics
- + enjoy mathematics and develop patience and persistence when solving problems
- + understand and be able to use the language, symbols and notation of mathematics
- + develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- + become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- + develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- + develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- + develop a critical appreciation of the use of information and communication technology in mathematics
- + appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Assessment tasks in Mathematics

A variety of assessment tasks are used, such as projects, investigations (directed and open-ended), oral presentations, class tests and examinations.

	Year 7	Year 8	Year 9
Number	<p>Number and place value: prime numbers, perfect square numbers, mental and written computation, integers</p> <p>Real numbers: fractions, decimals, percentages, simple ratios</p> <p>Money and financial mathematics: 'best buys'</p>	<p>Number and place value: index notation, integers</p> <p>Real numbers: decimals, irrational numbers, percentages, rates and ratios</p> <p>Money and financial mathematics: profit and loss</p>	<p>Real numbers: direct proportion, index laws, scientific notation</p> <p>Money and financial mathematics: simple interest</p>
Algebra	<p>Patterns and algebra: variables, algebraic terms and expressions</p> <p>Linear and non-linear relationships: coordinates, Cartesian plane, simple linear equations, graphs</p>	<p>Patterns and algebra: expanding and factorising algebraic expressions</p> <p>Linear and non-linear relationships: plotting linear relationships, solving linear equations</p>	<p>Patterns and algebra: positive integral indices, zero index, expansion of algebraic expressions, binomials</p> <p>Linear and non-linear relationships: distance between two points, gradient, midpoint, sketching linear graphs and simple non-linear relationships</p>
Geometry and Trigonometry	<p>Using units of measurement: areas of rectangles, triangles and parallelograms, volumes of rectangular prisms</p> <p>Shape: drawing prisms and solids</p> <p>Location and transformation: translations, reflections, rotations</p> <p>Geometric reasoning: triangles, parallel lines</p>	<p>Using units of measurement: units of measurement for area and volume, conversions, perimeters and areas of parallelograms and rhombuses, circumference and area of a circle, volume of prisms, formulas and volume, duration of time</p> <p>Geometric reasoning: congruence, transformations, properties of quadrilaterals</p>	<p>Using units of measurement: areas of composite shapes, surface area and volume of cylinders, right prisms, time scales and intervals</p> <p>Geometric reasoning: similarity, ratio and scale factors</p> <p>Pythagoras and trigonometry: Pythagoras' Theorem, similarity and sine, cosine and tangent ratios</p>
Statistics and Probability	<p>Chance: sample spaces, probabilities</p> <p>Data representation and interpretation: continuous data, data displays, mean, median, mode, range</p>	<p>Chance: probability, complementary events</p> <p>Data representation and interpretation: representative data, effect of individual data values</p>	<p>Chance: listing outcomes for two-step experiments, relative frequencies, probabilities, 'and' and 'or', population means and medians</p> <p>Data representation and interpretation: collecting data from secondary sources, stem-and-leaf plots, skewed, symmetric and bi-modal data, compare data displays, census and sampling</p>
Discrete Mathematics		<p>Chance: two-way tables and Venn diagrams</p>	<p>Chance: tree diagrams and arrays</p>

Year 10		
	Extension Mathematics	Mathematics
Number	<p>Real numbers: rational and irrational numbers (ext), surds and fractional indices, laws of logarithms (ext)</p> <p>Money and financial mathematics: compound interest using digital technologies</p>	<p>Real numbers: whole numbers, fractions, decimals, percentages, ratios, scale diagrams, maps</p> <p>Money and financial mathematics: money, simple & compound interest, profit & loss, earning & spending</p>
Algebra	<p>Patterns and algebra: factorising algebraic expressions, simplify algebraic products and quotients, simple algebraic fractions, expanding binomial products, factorising monic quadratic expressions, substitute values into formulas</p> <p>Linear and non-linear relationships: solving linear equations, linear inequalities, simultaneous equations, problems involving parallel and perpendicular lines, simple algebraic fractions, simple quadratic equations</p>	<p>Patterns and algebra: substitute values into formulas</p> <p>Linear and non-linear relationships: reading and interpreting graphs</p>
Geometry and Trigonometry	<p>Using units of measurement: surface area and volume of prisms, cylinders and composite solids</p> <p>Geometric reasoning: proofs involving congruent triangles and angle properties, applying logical reasoning to proofs</p> <p>Pythagoras and trigonometry: solving right-angled triangle problems, angles of elevation and depression</p>	<p>Using units of measurement: units of measurement, measuring devices, scale and ratio, time and rates, perimeter and area, volume and capacity</p>
Statistics and Probability	<p>Chance: two- and three-step chance experiments, probabilities, independence, investigate conditional statements</p> <p>Data representation and interpretation: quartiles and interquartile range, box plots, histograms, dot plots, scatterplots, bivariate numerical data, representative data</p>	<p>Data representation and interpretation: recognising and reading data and the representation of data or related statistics, identifying the purpose of data, variety of uses of data</p>
Discrete Mathematics		

Physical and Health Education

Overview

Physical Education in Years 7, 8 and 9 at Concordia College, is an activity-based program designed to educate toward good life habits. A variety of sports and activities is included to provide a broad range of coordination and skill development. Within the practical component, there is also an emphasis on integrating basic understandings in relation to physiological, biomechanical and skill learning concepts that are relevant to practical performance. At Year 10 the practical emphasis is similar but there is more lesson time given to developing theoretical and physiological knowledge in preparation for Senior School Physical Education studies.

Aims

The aims of the teaching and study of physical education are to encourage and enable the student to develop:

- + an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- + an interest in the promotion of health and wellness
- + sufficient theoretical understanding to be able to plan for safe and efficient fitness development within their chosen sport
- + the motivation to participate fully in all aspects of physical education
- + their optimal level of physical fitness
- + effective communication strategies, verbal, non-verbal and written
- + the inter-personal skills and understandings necessary to participate successfully in a variety of physical activities – for example: learning, practising, refining, adapting, thinking, interacting
- + the ability to reflect critically on all aspects of physical education, including being a critical performer
- + an understanding of international perspectives on physical activity, sport and health education
- + a lifelong interest in enjoyment of physical activities as a participant.

Year 7

Practical focus is mainly on sports that form part of the College's extra-curricular offerings. Theory work in the Year 7 course is associated with the practical topics. Students are required to complete one assignment per term. There will also be regular written reflection exercises required of students. Assessment focus incorporates practical performance, planning for performance, analysis of progress and theoretical understandings.

Year 8 & 9

Practical focus gradually shifts through a broader range of sport and activities. As students move through Year 8 and 9 PE, the course becomes more student driven with assessment incorporating more elements of peer interaction, peer instruction and collaboration. Theory work in the Year 8 and 9 courses is associated with the practical topics. Students are required to complete one assignment per term. There will also be regular written reflection exercises required of students. Assessment focus incorporates practical performance, planning for performance, analysis of progress and theoretical understandings.

Year 10

Year 10 Physical Education focuses on developing students' health and wellbeing through both practical and academic education. Practical involvements target activity commonly undertaken in adult life as recreational/social pursuits, while the academic development centres on growing student knowledge for healthy lifestyle and wellness in adulthood. During Semester 2, students will be offered flexibility of choice within the program, to better personalise their learning experience. This will include options to further explore 'health and wellbeing' related concepts.

Assessment Tasks in Physical Education

Assessment tasks in practical topics will include written responses and reflections, audio-visual presentations, peer instruction, collaborative group work and meeting procedural requirements relevant to lessons/homework. Achievement will be against a rubric in each of the four criteria within the IB MYP Physical Education framework

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Sciences

Overview

The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. Science emphasises the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills.

Aims

The aims of the teaching and study of science encourage and enable students to:

- + develop inquiring minds and curiosity about science and the natural world
- + acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- + develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- + communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- + think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- + appreciate the benefits and limitations of science and its application in technological developments
- + understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- + demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

All students do General Science at Years 7, 8 and 9. At Year 10 students study either Science or Scientific Studies. All science courses are outlined by the Australian Curriculum. Scientific Studies is a less mathematical science course and students enter this course by teacher recommendation.

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> + Biological classification + Food chains and webs + Mixtures and separation techniques + Astronomical Earth + Renewable and non-renewable resources + Forces and simple machines 	<ul style="list-style-type: none"> + Cells and microscopes + Body systems + Kinetic particle theory of matter + Elements, compounds and mixtures + Chemical reactions + The rock cycle + Energy 	<ul style="list-style-type: none"> + Responding to changes in the environment + Flow of energy and matter through ecosystems + Atomic structure and radioactivity + Energy and mass in chemical reactions + Combustion, acids and bases + Plate tectonics + Energy transformation – light + Energy transformation - electricity 	<ul style="list-style-type: none"> + Genetics + Evolution by natural selection + Atomic structure, properties and the periodic table + Chemical reactions and reaction rate + Origin of the universe + Global systems + Energy conservation, transfer and transformation + Motion in one dimension, Newton’s laws of motion

ASSESSMENT CRITERIA

The following criteria are used in assessment. Note that not all assessment criteria are necessarily addressed in every task or assessment period.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of Science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Christian Studies	Knowing	Investigating	Analysing	Communicating
MYP Personal Project	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesising	Reflecting	
TOTAL	8	8	8	8
			MAXIMUM POINTS	32

THE PERSONAL PROJECT

The Personal Project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' Approaches to Learning skills for self-management, research, communication, critical and creative thinking, and collaboration.

The aims of the Personal Project is to encourage and enable students to:

- + Participate in a sustained, self-directed inquiry within a global context
- + Generate creative new insights and develop deeper understanding through in-depth investigation
- + Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- + Communicate effectively in a variety of situations
- + Demonstrate responsible action through, or a result of, learning
- + Appreciate the process of learning and take pride in their accomplishments.

THE PERSONAL LEARNING PLAN (PLP)

The PLP is a compulsory SACE Stage 1 subject, undertaken by all students at Concordia College, as a key component of the Year 10 Pastoral Care Program. Information about the PLP from the SACE Board website is included below.

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by helping them to:

- + make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- + decide on possible career choices and ideas for community service
- + discover how best to prepare for their career options and other goals.

Students study the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Performance Standards

The Personal Learning Plan performance standards describe five levels of achievement that are reported with the grades, A to E, at the student's completion of the subject.

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Middle Years Learning Leader

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Inclusive Learning Coordinator (Acting)

Mrs Stacey Grieve

Careers/VET Coordinator

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Physical Education

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Ms Jane Robson

Drama

Ms Zoe Tidemann

Music

Mr Mathew Noble

Design

Design, Technology & Engineering

Mr Shane Beitz

Food Design

Ms Hannah Rosie

Media

Ms Chrissie File

Digital Technologies

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extraordinary



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