



2021 Years 7 to 9 Curriculum Guide

All She Can Be®



Introduction

The transition from childhood to young adulthood presents many challenges to girls and not only involves changes physically but presents situations that can be emotionally and spiritually challenging. As their bodies change, so does their mind and teenagers begin to learn, interact socially and react to and think about situations from a different perspective. They need to navigate their world differently and a Middle Years program that explicitly teaches skills to provide teenage girls with the tools to interact successfully, grow in confidence, and take educational risks so that they can reach their potential, will make the journey smoother.



Unlike some schools that have a Middle School, Glennie's Middle Years Program strives to focus on the needs of girls in Years 7, 8 and 9 within the context of a whole secondary school. This structure allows for a specialised program while ensuring that these girls, who are rapidly becoming young women, receive role modelling from older students. There is no division between Middle and Senior Years girls in the physical spaces of the School. Girls need to feel emotionally connected to their community, and when surrounded by older girls who value their input and encourage them, girls will feel that they belong and will emulate the values of the School.

The Glennie School Middle Years Program holds traditional values in high esteem. It aims to nurture the spirit, as our culture is founded on the Anglican ethos and traditions. It strives to challenge the mind, encouraging all girls to endeavour to achieve their best and learn skills that will support their learning in the Senior Years and beyond. It supports the girls to gain a world-view, becoming outward-looking members of our community who care about others and our environment. We also aim to provide a dynamic learning environment that is challenging, flexible, encourages creativity and stimulates their natural curiosity. Practical experiences, focusing on real issues, will ensure they connect today's learning with their future.

This stage of their life is the beginning of their journey to careers that may not exist yet, and we are excited to provide them with the experiences they need to develop the skills for their future.

Tonia Gludemans
Deputy Principal - Head of Curriculum

The Middle Years Program

This progressive program has a mission to encourage girls to learn and grow in ways that acknowledge and respect this unique and special phase of their development as adolescents. It is an innovative program that encourages girls to explore individuality as well as the world in which they live while advancing their skills and learning. This is achieved through a rigorous, engaging and meaningful curriculum that provides an ideal preparation for senior studies and later life.

Program Overview

Curricular programs in the Middle Years need to be challenging, relevant and engaging if girls are to be motivated and truly immersed in learning. Systems that are there to promote good learning need to provide flexibility for both teachers and girls. Therefore the curriculum goals of the Middle Years Program are to:

- Incorporate flexibility – to cater for different levels of ability and learning styles
- Develop academic rigour – to prepare them for the demands of senior schooling and beyond
- Provide intellectual challenge – to extend their minds
- Stimulate curiosity – to help them question
- Incorporate real meaning for girls – to make their own connections and provide relevance
- Explore integrated and transdisciplinary learning – to make both overt and covert connections between learning areas
- Offer choice – to provide a measure of control over their own learning, to offer opportunities to explore individual talents and interests
- Promote and support the ethos of the School and its community – to feel a sense of belonging

The School's notebook computer program supports the philosophical and pedagogical approaches adopted in the Middle Years Program. It provides flexibility in the way curriculum is delivered, as well as providing diversity and choice in the way girls opt to learn. Adolescent learners today are not only technologically savvy, they expect technology to be an integral part of their learning experiences at school.

Girls need to develop a set of skills, behaviours and dispositions that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

Recognising that motivation is the key to learning in adolescents and that for learning to become a lifelong habit the motivation needs to come from within. The focus is therefore to encourage intrinsic motivation in our girls by providing them with a curriculum which gives them every opportunity to:

- Experience and achieve success in a range of areas (the need for mastery)
- Develop their curiosity (the need for understanding)

- Use their creativity (the need for self-expression)
- Develop satisfying connections and relationships

Curriculum Overview

Throughout the Middle Years, girls complete core units prescribed by the Australian Curriculum, and a number of compulsory and elective units.

The compulsory units add depth to students' learning through the integration of philosophical inquiry, cognitive acceleration and transdisciplinary learning. The elective units differentiate learning in accordance with each student's interests by providing opportunity for choice.

In this way, the Middle Years Program extends the learning experience beyond Australian Curriculum subjects by its emphasis on inquisitiveness, imagination, problem-solving and presenting innovative solutions and ideas to an audience.

Cultivating these 21st Century learning skills is the cornerstone of our Middle Years Program. A structure and sequence of curriculum subjects, as well as a description of each subject can be found below and on the following pages.

Year 7	Year 8	Year 9
<p>Core</p> <ul style="list-style-type: none"> • English • Health and Physical Education • Languages – Japanese, French, Language Skills • Mathematics • Science • Social Science <p>Core – French Immersion Program</p> <ul style="list-style-type: none"> • English • French Immersion - Health and Physical Education • Language – French Immersion French • French Immersion Mathematics • French Immersion Science • French Immersion Social Science <p>Compulsory</p> <ul style="list-style-type: none"> • Digital Technologies • MFit® Mind Fitness Program • Religious Education • Study Skills • Thinking Science <p>Compulsory Term Rotations</p> <ul style="list-style-type: none"> • Dance • Drama • Music • Technologies – Food • Technologies - Textiles • Visual Art 	<p>Core</p> <ul style="list-style-type: none"> • English • Health and Physical Education • Languages – Japanese, French, Language Skills • Mathematics • Science • Social Science <p>Core – French Immersion Program</p> <ul style="list-style-type: none"> • English • French Immersion - Health and Physical Education • French Immersion Mathematics • French Immersion Science • French Immersion Social Science • Language – French Immersion French <p>Compulsory</p> <ul style="list-style-type: none"> • Business Studies and Entrepreneurship • Digital Technologies • MFit® Mind Fitness Program • Philosophical Inquiry • Religious Education • Study Skills • Thinking Science <p>Semester Electives</p> <ul style="list-style-type: none"> • Dance • Drama • Music • Technologies – Food and Textiles • Visual Art 	<p>Core</p> <ul style="list-style-type: none"> • English • Health and Physical Education • Life, the Universe and Everything • Mathematics • Science • Social Science <p>Core – French Immersion Program</p> <ul style="list-style-type: none"> • English • French Immersion Science • French Immersion Social Science • Health and Physical Education • Language – French Immersion French • Life, the Universe and Everything • Mathematics <p>Compulsory French Immersion Semester Elective</p> <ul style="list-style-type: none"> • French Culture and Civilisation <p>Compulsory</p> <ul style="list-style-type: none"> • MFit® Mind Fitness Program • Religious Education • Study Skills <p>Semester Electives</p> <ul style="list-style-type: none"> • Accounting • Business and Entrepreneurship • Creative Textiles • Dance • Design Technologies • Digital Technologies • Drama • Food Technology • Languages – Japanese, French, Language Skills • Music • Visual Art

Curriculum Structure

Learning Area	Years 7 & 8	Year 9	Year 10	Years 11 & 12
Mathematics	Core • French Immersion Mathematics • Mathematics	Core • Mathematics	Core • General Mathematics • Mathematical Methods	General • General Mathematics • Mathematical Methods • Specialist Mathematics
English	Core • English	Core • English	Core • English General • English Unit 1	General • English • Literature • English & Literature Extension Applied • Essential English
Humanities	Core • French Immersion Social Science • Social Science Compulsory • Business and Entrepreneurship (Year 8)	Core • French Immersion Social Science • Social Science Elective • Accounting • Business and Entrepreneurship	Core • Modern History Elective • Accounting • Ancient History • Economics • Geography • Legal Studies	General • Accounting • Ancient History • Economics • Geography • Legal Studies • Modern History VET • Certificate III in Business
Technologies	Compulsory • Digital Technologies • Technologies – Food and Textiles	Elective • Creative Textiles • Design Technologies • Digital Technologies • Food Technology	Elective • Design • Digital Solutions • Fashion • Hospitality	General • Design • Digital Solutions Applied • Fashion VET • Certificate II or III in Hospitality
Health and Physical Education	Core • Health & Physical Education • French Immersion Health & Physical Education	Core • Health & Physical Education	Core • Health & Physical Education	General • Health • Physical Education
Science	Core • French Immersion Science • Science Compulsory • Thinking Science	Core • French Immersion Science • Science	Core • Science Elective • Agricultural Science • Psychology	General • Agricultural Science • Biology • Chemistry • Physics • Psychology (2021)
Languages	Core • French • French Immersion French • Japanese • Language Skills	Elective • French • French Culture & Civilisation • French Immersion French • Japanese • Language Skills	Elective • French • Japanese • Language Skills General • French Units 1 & 2	General • French • French Extension • Japanese
The Arts	Compulsory • Dance • Drama • Music • Visual Art	Elective • Dance • Drama • Music • Visual Art	Elective • Dance • Drama • Music • Visual Art	General • Dance • Drama • Music • Music Extension • Visual Art Applied • Visual Arts in Practice
Other Courses	Compulsory • Philosophical Inquiry	Core • Life, the Universe and Everything	VET • School-based Traineeship • VET Course	VET • School-based Traineeship • VET Course Complementary • University Subject

Elective Structure

2021 will be a transition year in the elective structure of the Middle Years Program, as we begin the alignment of elective offerings in sequence with the Years 10 to 12 QCE Program.

Semester electives will run from Terms 4 - 1 and Terms 2 - 3.

	2021				2022			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Year 7	Core and Compulsory				Core and Compulsory			
	Compulsory Rotation 1	Compulsory Rotation 2	Compulsory Rotation 3	Elective	Compulsory Rotation 1	Compulsory Rotation 2	Compulsory Rotation 3	Elective
	Compulsory Rotation 1	Compulsory Rotation 2	Compulsory Rotation 3	Elective	Compulsory Rotation 1	Compulsory Rotation 2	Compulsory Rotation 3	Elective
Year 8	Core and Compulsory				Core and Compulsory			
	Languages				Languages			
	Business	Elective		Elective	Elective	Elective		Elective
	Digital	Elective		Elective	Elective	Elective		Elective
Year 9	Core and Compulsory				Core and Compulsory			
	Elective		Elective	Geography	Elective		Elective	
	Elective		Elective	Elective	Elective		Elective	
	Elective			Elective	Elective			

In this Elective Structure, students will study 10 Elective options between Year 7 and Year 9. In order to meet the requirements of the Australian Curriculum, over these three years students must study at least:

- Three (3) electives from The Arts
- Two (2) Technologies Electives (one of which must be Design - Technologies)
- One (1) Humanities Elective

Enrichment

Providing enriching and engaging learning opportunities is an important outcome of our differentiated approach to teaching and learning both within the Middle Years curriculum and co-curricular programs. Students are provided with avenues to expand their interests and talents across a range of programs both in and outside the classroom – academic, cultural and physical.

The Da Vinci Decathlon, Opti-MINDS, Athletics, Robogals, Science and Engineering Challenge; Maths Team Challenge, Readers' Cup, the National Science, Mathematics and English competitions and the Middle Years Literature Celebration Day are examples of some activities in which girls are encouraged to participate.

Learning Support

Learning Support is offered to all students with disabilities. The Head of Learning Support decides the degree of support and the different supports offered in consultation with parents, students and teachers. To cater to a diverse range of needs, support is individualised to cater to the specific needs of each student. Support may include, but is not limited to, individual learning plans, additional scaffolding, assistive technology, in-class support, withdrawal and specialised programs such as Language Skills. The goal of Learning Support is to provide the necessary adjustments to ensure students are given the opportunity to be 'All She Can Be'.

In-Class Support

Learning Support teachers collaborate with classroom teachers to provide support and guidance to meet the needs of the girls within the general learning program through differentiation strategies. Where appropriate or necessary, a Learning Support Teacher Aide may also work with girls in the classroom environment to support the student to reach their potential.

French Immersion Program

The French Immersion Program replicates similar learning conditions to those which characterise the way children acquire their native tongue. A language is learnt best when students are involved in using the language in real situations from the beginning of their language instruction. Students who choose the Program are completely immersed in the French language for a number of subjects which are taught by qualified native French teachers.

It is not necessary that the girls have had any exposure to French before entering the Program. However, it is essential that the girls realise from the beginning that they are accepting quite a challenge, but that with consistent effort, they will have the opportunity to become fluent in French. This program runs from Years 7 to 9 and girls in the Program can complete senior studies in French in Years 10 and 11.

Girls in the Program also have the wonderful opportunity to participate in the optional trip operating with a sister school in France in Year 9.

Years 7 & 8

Girls study a range of core subjects in French across both years. Subjects studied in French include French, Health and Physical Education, Mathematics, Science and Social Science. The Australian Curriculum forms the basis of teaching and learning in these subjects.

Year 9

The French Immersion Program continues in Year 9 and culminates in an exciting language and cultural trip to France which incorporates two-weeks touring historical and cultural sites throughout France and a two-week study tour at a French School. In Year 9 girls study French, Social Science and Science and also an elective subject that studies French society and culture.

Subject Selection

In Term 3 2020, Years 7 and 8 students will make initial choices from the elective subjects on offer. These choices will be used to guide the decision-making as to the subjects that will run at the start of Years 8 and 9. In Term 3 2021, Year 7 students will make choices for their Elective subjects beginning in Term 4.

Once decisions have been made, the subject lines will be created. These lines represent the subjects that will be blocked on the timetable at the same time. While we do our best to meet students' preferences, this may not always be possible due to limitations of class size and viability, the constraints of combined classes, and blocking combinations. Students will be asked to make reserve selections to help the School best meet the needs of all students.

Subject Changes

It is important that students select preferences carefully, as subject changes at a later date may be limited.

Specifically, students may change an elective subject:

- In the first three weeks of the unit
- At the end of a semester elective
- If space and blocking support the change

English

The Glennie School has confidently implemented the Australian Curriculum for English across the Middle Years in a way that has enhanced our adherence to our Middle Years philosophy.

Across the Years 7, 8 and 9 curriculum, girls engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Girls develop a critical understanding of the contemporary media and the differences between media texts.

Literary texts that support and extend girls in the Middle Years as independent readers are drawn from a range of realistic, fantasy, speculative (science) fiction and historical genres. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Girls create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others' views. They are encouraged to interact confidently with others in a variety of situations.

Health and Physical Education

The Middle Years Health and Physical Education program provides a framework for developing active and informed members of society. It incorporates teaching approaches that are known to engage adolescent learners, namely problem-based learning, differentiated instruction, character education and authentic learning.

Girls in these years are experiencing rapid personal change, including physical growth, emotional and social development, broadening social environments and transitioning from primary to secondary school. The developments associated with puberty and the ways of dealing with differences in the rates at which individuals develop are major issues. Girls are also increasingly identifying with groups outside the family, and this provides a context for studying the range of peer and social influences on their health. There is, therefore, a personal development focus.

Active engagement in physical activity is also a major emphasis. Girls are provided opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Their health and the health of their community
- The role of physical activity in their lives
- Their personal development

The Middle Years Health and Physical Education program

embraces topics that may have traditionally been included in other subjects such as Health Education, Technologies - Food and Textiles, Human Relationships Education, Life Skills, Personal Development, Physical Education and Sport Education. Theoretical and practical elements of the program are weighted equally.

Languages

Two foreign languages, Japanese and French, are offered for study outside the specialist French Immersion Program. The emphasis in the Middle Years is on learning these languages in a structured, step by step way; gradually building proficiency in listening, reading, speaking and writing. Cultural studies are also important in building an awareness of customs, lifestyles, beliefs and behaviours of Japanese and French people.

Girls choose to study one of these languages, and it is a core subject for Years 7 and 8. It is offered as an elective from Year 9 onwards.

Language Skills

Language Skills classes are designed to teach foundational literacy skills through a highly supported and flexible program. The classes are guided by a teacher to allow students to receive targeted learning initiatives. The course focuses on reading accuracy, comprehension strategies, writing, proofreading and understanding the requirements of assessment tasks. Students are offered a place in Language Skills based on school-based testing, standardised testing and teacher referral.

Life, the Universe and Everything

A transdisciplinary inquiry for Year 9 girls

Life, the Universe and Everything lays the foundations for thinking about the future and the changes that are reshaping our world. The course has been mapped to the Australian Curriculum to meet the core knowledge, skills and general capabilities of a variety of learning areas, including the subjects of English, Social Science & Science. The content of the course focuses on developing critical thinking skills through inquiry-based learning. Students work collaboratively, ask driving questions, develop research skills, test claims and present solutions to real and relevant problems.

This course adopts a transdisciplinary approach to studying the Cosmos, Earth, Life and Humanity. It examines long time frames and explores human existence in the context of this bigger picture. An inquiry-based learning approach provides a dynamic learning environment and encourages deep thinking and collaboration.

Specific skills are developed to assist students to read, analyse and compare historical and scientific texts. Students will discuss and write about their thoughts on 'big questions' as new material is presented to them and they will evaluate the validity of the material throughout

the course. There is a focus on developing academic language, reasoning and justification to promote a rich and engaging discourse. Students will need to think analytically, reflect and formulate their own views.

Writing is a key component in this course. Students need to write well to communicate their understanding and ideas in investigations, assignments, and projects. Tasks and assessments are tiered to allow students of all abilities to engage with the material, extend themselves and develop an appreciation of humanity's place in the world today, where we have come from and where we are going.

Mathematics

The Middle Years Program is sequential, providing opportunities for girls to develop mathematical knowledge, procedures and the strategies that will assist them to approach relevant, real-life problems now and in the future. As girls work across the strands of Number and Algebra, Statistics and Probability and Measurement and Geometry, they develop the skills to think, reason and work mathematically. All girls in Years 7, 8 and 9 cover core elements, with opportunities to participate in extension, enrichment and consolidation activities. To maximise these learning opportunities, classes may be restructured during the year.

Tasks provide girls with challenges and the opportunity to use their mathematical knowledge and reasoning to solve problems. Tasks vary in complexity and are leveled to meet the different needs of the individual learners. French Immersion girls join the rest of their cohort in the Mathematics program in Year 9 having completed Years 7 and 8 Mathematics in French.

The use of technology is an integral part of the program. Girls work with Education Perfect, an interactive online computer program, which provides learning support so that the mathematical skills and concepts can be reinforced and checked by the girls.

Science

The Middle Years Science curriculum aims to develop greater observational skills, provide challenges in scientific thinking, encourage participation in scientific investigation, promote the use of experimentation as an important scientific tool and introduce students to the different branches of Science (Astronomy, Chemistry, Geology, Biology and Physics) and the scientific applications associated with them. Topics studied are built around the strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

As part of the assessment process, Years 7 and 8 students are required to complete an extended experimental investigation project on a topic related to their scientific studies, and to provide a written report on their learning. Students in Year 7 are provided with a list of topics, while students in Year 8 investigate a topic of their own choice.

Girls are encouraged to use their research, observation and experimentation skills to complete the project.

Year 7 students are also introduced to laboratory techniques and are taught about risks and risk management in Semester 1. In Semester 2, students study the living world, using biological keys for classification and develop their knowledge about biodiversity and threats to the survival of species, and undertake a unit of study in Physics, covering the basic concepts of forces.

Year 8 students continue their science education in both the Chemical Sciences through atomic theory and chemical reactions and the Physical Sciences using topics of renewable and non-renewable energy sources to investigate concepts of energy production, use and conservation. In Semester 2, Year 8 students study units of Earth Sciences, through the teaching of rock formation and volcanoes, as well as Biological Sciences through specific body systems.

To assess learning in Year 9, students study the structure and function of messaging systems of the human body and participate in an Ecology study in Semester 1. Other concepts covered in the Year 9 curriculum are the nature of light, sound and electricity. In Semester 2, students study the Chemical Sciences topics relating to the structure of atoms, radioactivity, matter, acids and bases, and Earth Sciences topics of Geology and Plate Tectonics.

Social Science

Social Science is a combination of the traditional subjects of History and Geography, but also includes elements of Civics and Citizenship Studies and Business Studies.

In Year 7, Social Science is integrated to some degree with the core subjects of English and Science, while in Years 8 and 9 it takes the form of a more discrete study. One semester is mainly devoted to History and the other to Geography, although there will be natural overlaps between both disciplines and also across other curricular programs.

The Year 7 History program is focused on the Ancient World; Year 8 investigate the Medieval World; while Year 9 begin their study of Industrialisation up until the end of World War I.

In Geography, girls study aspects of environmental and human interactions. It is an issues-based study with a strong emphasis on developing capacity to evaluate options in order to decide on the most appropriate actions.

In Year 7, the topics include water and liveability; Year 8 examines landscapes and landforms, natural disasters and urbanisation, while Year 9 focus on world biomes, food security and globalisation.

Both History and Geography are inquiry-centred studies, meaning that the girls are encouraged to investigate issues and to draw conclusions based on the evidence gained through research.

Digital Technologies

Year 7

In a world that is increasingly digitised and automated, it is critical that students understand the ubiquitous digital systems that are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

This course, developed from the Australian Curriculum - Digital Technologies strand, will be studied for the whole year. The course aims to build an understanding of digital systems and how data is stored and transmitted and to assist students to engage with technology for learning at Glennie. Further, these aims will support students with methods to integrate digital skills into their learning and assessment for the regular classroom curriculum.

The course will include development Knowledge and Understanding, along with Process and Production Skills through the following concepts by topic:

IT @ Glennie:

- Managing and using your laptop
- Installing and updating software

Working Safe Online:

- Communicating in an online world
- Managing and protecting your data
- Keeping yourself safe online

Documenting & Presenting Information:

- Creating effective documents
- Sharing and collaborating
- Searching and evaluating information sources
- Presenting data to engage audiences

Hardware, Software & Data:

- Data storage and transmission
- Using a range of programmable devices to solve problems
- Exploring alternative modes of communicating data

Year 8

The Digital Media course is developed from the Media Arts and Digital Technologies, Australian Curriculum streams. This unit focuses on dual themes of website design and development, and web animation skills. Web development skills use current industry standards of HTML5, CSS3 and jQuery.

Assessment is highly practical, with all tasks being project or folio based. Each task incorporates knowledge and understanding, problem-solving and processing skills, and communication and evaluation. These skills are reported under Responding and Making assessment criteria. Students will work individually and in teams on a number of different learning experiences.

This course complements the learning of Digital Technologies in Year 9, and Year 10. It enables girls to develop a range of computing skills and is valuable preparation for the new senior subject, Digital Solutions.

MFit® Program

The MFit® Program equips Middle Years students with the essential knowledge and skills required to thrive in adolescence, and flourish in life. In each girl, Glennie aims to grow resilience, shape character and establish healthy and helpful habits for a rewarding and successful Middle Years' experience. The program focuses on the well-being of students as they make the transition into Middle Years, and prepares students for the rigours of Senior Years. MFit® forms the foundation of the rich and purposely developed Glennie Middle Years education.

The MFit® Program aims to create an environment in which students develop a positive sense of self, a healthy relationship with themselves, healthy relationships with others, and a sense of belonging. The Tutor Teacher is essential in developing an environment where girls in their care feel supported, listened to, valued and challenged to accept a role in the choices they make.

The MFit® Program runs weekly in Years 7, 8 and 9. Each year, girls cover three relevant, thought-provoking and engaging topics. Each lesson provides students with a space to connect, share and learn with their peers and Tutor teacher.

The MFit® Program strengthens each girl's mind by developing their ability to:

- Manage the everyday challenges of life
- Create a strong sense of self
- Cultivate a growth mindset
- Effectively communicate with others
- Navigate various social media platforms
- Develop and maintain healthy relationships
- Build resilience to be able to hand failure and rejection
- Incorporate mindfulness practices into their daily lives and
- Seek help for themselves and others

Philosophical Inquiry

Philosophical Inquiry is a course that develops higher order thinking. This concept comprises three specific forms of thinking: critical, creative and caring thinking. Critical thinking is concerned with concept exploration, reasoning and logic. It involves the development of criteria that can be applied to concepts, using reasoning and logic to argue a point of view. Creative thinking is the ability to explore and develop innovative ideas and involves elaborating and building on ideas and exploring alternatives and different perspectives. Finally, caring thinking is about the community of inquiry, which requires a level of reciprocity, an acceptance of different ideas, trust and really listening to each other. While philosophy

is a cognitive process we cannot disregard the importance of the social aspects that are developed.

Engaging in philosophy sessions enables teachers and students to explore the curriculum and life beyond school in depth, through learning to think in critical, creative and caring ways. This form of learning will assist them to understand and make sense of their lives. In the communal philosophical inquiry through dialogue, all are involved in the active construction of knowledge. Through individual and group reflection, all are challenged to engage in the reconstruction of self, the very core of deep learning.

Religious Education

In keeping with the Christian ethos of the School, in the Middle Years girls study Judaism and Christianity in the context of their history, traditions, worship, festivals and rites of passage.

The program aims to nurture both knowledge and understanding of these religions, as well as how they are connected and the differences between and within them. It also aims to encourage the girls to think about the influence they have had on the world today.

Study Skills

The study skills course in Years 7 – 9 is based on the Mighty Minds program Pathways to Success. The course focuses on three key aspects of improving the effective learning skills of all students as they move towards the new QCE:

- Supporting students to employ active and productive learning methods - students are given the opportunity to set goals, organise study groups, create workable timetables and develop effective learning routines
- Developing fundamental learning and higher-order thinking abilities – students are given the opportunity to practise various problem-solving methods in a wide variety of situations
- Developing an understanding of the cognitive verbs that underpin the new senior syllabuses – students are given the opportunity to recognise the verbs when they are implicitly used in assessment tasks and to practise applying their understanding of the verbs across the range of subject areas

Thinking Science

Thinking Science is an evidence-based, two-year program designed to accelerate learners' cognitive function.

Cognitive Acceleration through Science Education (CASE) was developed in the UK and was originally designed to accelerate students' level of thinking so that they would be better able to cope with the demands of the Science curriculum. The evidence base for Thinking Science shows a noticeable improvement in students' ability, not only in Science but also in English and Mathematics.

As well as improving cognitive ability, Thinking Science allows students to gain an appreciation for the phenomena of Science, a practical understanding of concrete concepts and improved confidence and participation due to its carefully planned delivery and reasoning patterns.

The Thinking Science program is built around five core principles, which are embedded into each lesson as set phases:

Concrete preparation – involves the teacher establishing a problem for the students to consider and to negotiate any associated ideas and terminology needed for the students to understand the problem.

Cognitive conflict - a process whereby students are encouraged to think about the problem in a way that challenges their conventional ways of thinking. Students are encouraged to consider a range of possible explanations for the problem.

Social construction – the shared development of explanations of and understandings about the problem and potential solutions. Teachers play a role in asking probing questions of students but not offering solutions. Active participation by all students is required, as all are expected to offer explanations and solve problems.

Metacognition – requires students to reflect on their thinking and articulate their approaches taken to problem solving. This stage enables other students to access other ways of thinking and evaluating.

Bridging – involves the student and teacher working together to apply the ideas developed in the lesson to other problems in the real world. Associated Science lessons can be used to help reinforce and remind students about the range of problem-solving strategies and ways of thinking they have developed

Thinking Science aims to instil in students the desire to be inquisitive; questioning the physical world around them and seeking their own solutions to phenomena.

Learning Area – Humanities

Year 8

Business and Entrepreneurship - An Introduction

This unit introduces the concepts of budgeting, saving, investing and the importance of being a wise consumer in an increasingly complex financial landscape for individuals and businesses alike. Students are provided with opportunities to engage with a variety of financial contexts including the share market. They will also have the opportunity to develop their skills in using Excel in the Compound Interest task. The Marketing assignment will allow students to develop their creativity, design, problem-solving and communication skills, and provides a practical approach to the importance of product, price, promotion and place in the world of entrepreneurs.

Year 9

The three Business electives offered in Year 9 focus on providing additional exposure to the world of business. They are presented as three separate courses and students can choose to study them all, or any combination of the three, in either the same or alternate semesters.

Business and Entrepreneurship

This course will build on some of the material introduced in Year 8. The topics provide an overview of how a small enterprise is managed. As they complete various activities, students will discover the different types of businesses and how they work. They will also be introduced to essential business elements such as marketing and beginner risk management. Concepts will be explored through a range of class discussion, research and project activities. This practical course using case studies and scenarios will provide real-life learning situations.

Introduction to “Real World” Accounting

In this elective, students consider real-world applications of Accounting to develop an understanding of the role, purpose and uses of Accounting in the successful operation of all businesses, both large and small. Double-entry Accounting principles will be introduced and are applied conceptually to record and process cash and some basic credit transactions for service businesses. This course will develop numeracy, effective communication, logical reasoning, problem-solving and decision-making in a “real-world” entrepreneurial business context. This course provides an excellent foundation for further study in Accounting in the Senior Years of schooling and beyond.

Introduction to Accounting Systems

This elective will have a practical focus on the operation of a cash-based service business with particular emphasis on the use of technology in the day-to-day running of a

business. Preparation of a selection of relevant source documents will be included, and software such as Excel will be incorporated to further develop their skills in spreadsheeting. Students will also commence their study of the computerised Accounting package MYOB. In this introductory course, students will learn to electronically set up, record and process transactions and generate reports for a small cash-based service business. These reports, generated from their assignment, will also be interpreted and analysed for decision-making regarding profitability and return on the owner’s investment. This task will provide them with an authentic application of processes for the financial management of a small entrepreneurial business. This course provides an excellent foundation for further study in Accounting in the Senior Years of schooling and beyond.

Learning Area – Technologies

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, students develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Technologies describes two distinct but related strands:

- Design, Food and Textiles, in which students use design thinking and technologies across the contexts to generate and produce designed solutions for authentic needs and opportunities
- Digital Technologies, Digital Media (from the Media Arts curriculum), in which students use computational thinking, digital communication media and information systems to define, design and implement digital solutions

Year 7

Technologies – Food and Textiles

In Year 7 students study one term of Food Technology and one term of Textile Technology. Students will be instructed in the safe use of basic food and textile equipment and utensils in order to complete simple food and textile projects.

As this course is highly practical in nature, assessment generally takes the form of projects.

Year 8

Technologies – Food and Textiles

Year 8 students can consolidate the learning from Year 7 in this one-semester course comprising one term of Food Technology and one term of Textile Technology. The food unit will focus on healthy meal choices and assist students to make good food choices in everyday life. In the textile unit, students will learn new decorative techniques and design and produce a textile article.

As this course is highly practical in nature, assessment generally takes the form of projects.

Year 9

Creative Textiles

This semester-long course comprises two units of work. Initially students will revisit previous skill development activities, using sewing machines and overlockers, and investigating decorative machine and hand embroidery techniques. Possible projects may include boxer shorts and decorative cushions, incorporating the reuse and upcycling of discarded clothing items.

The second unit will introduce students to the design process, where they will focus on specific design needs for a project and, using a journal process, develop their ideas to production stage. In this unit, students may address issues such as the recycling of fabric items into useful articles (Dresses for Africa, replacements for single-use plastic bags etc.).

Students will have the opportunity to show innovation in design and process, using and developing technical skills in which they are interested.

Design Technologies

This course is offered as a single semester elective subject for Year 9 students. The course gives students an opportunity to explore facets of a range of subject disciplines (Graphics, Design, Manufacture, Marketing, and Technologies) and increase skills in a range of life wide and relevant domains.

The course follows a structured design process, embracing authentic, practical problem-solving. It aims to foster creativity, design, innovation, and entrepreneurship. Students are required to solve problems through the use of brainstorming, ideation, designing, planning, and prototyping. Skills specifically taught include structured design processes, problem analysis, and visual representation skills; including freehand drawing, 2D and 3D modelling. Principles of sustainability and ethical use of materials underpins all work.

Students prototype/model solutions to the extent that is possible. Further, they investigate packaging, marketing, and funding of project solutions. In some instances, students are required to consider the use of recycled or repurposed materials within their problem design and

solution. Students will further get to work with a range of technologies, such as 3D modelling and 3D printing.

Assessment of this highly practical subject will involve design documentation as folio work, presentations of proposals and solutions as drawing and models, and evaluation to accompany the products produced. Group work will be integrated into design challenges.

Girls have the opportunity to expand their studies of this course as an elective in Year 10. This elective will be valuable preparation for the senior subject, Design.

Digital Technologies

Digital Technologies is a semester elective for Year 9 students. It allows them to develop an understanding of computer programming skills. This course focuses on an introduction to coding in a range of contexts, using a problem-solving approach and exploring aspects of the much-touted STEM domains.

Students learn basic control structures of programming through a variety of genres, including game development, smartphone app building and the use of programmable robots. Problem-solving and project management are key areas of the course. Robotics involves some 'engineering' of bots to complement the programming, to control their interaction through a range of sensors (inputs) and actuators (outputs). Girls have the opportunity to expand their studies of this course as elective in Year 10. This subject is a valuable preparation for the senior subject, Digital Solutions.

Assessment is predominantly practical, and students work on a number of different learning experiences and build up a portfolio of work. The skills and knowledge of the students are assessed through project documentation, including written reports and formal evaluation templates and via annotations, or video diaries of problem-solving steps. Work in the robotics domain involves small teams of programmers and engineers.

Food Technology

This semester-long course comprises two units of work. Initially students will revisit previous skill development activities and focus on healthy, interesting and appealing food preparation. This will allow students to practise basic food preparation skills in small groups, and experience new foods and ways of preparation.

The second unit will require students to complete a special interest study, allowing them to identify their areas of interest, and investigate food-based issues (e.g. sugar and the Australian teenager; foods for dietary needs; tackling food waste). Practical cooking sessions will occur on a weekly basis.

Learning Area – The Arts

A study of The Arts allows for expression of the intellect, imagination and emotion and the exploration of values. Music, Drama, Dance and Visual Art occupy a significant place in the everyday life of all cultures and societies serving social, cultural, celebratory, political and educational roles.

In The Arts in Year 7, all girls will study Music, Drama, Dance and Visual Art for one term each. In the Performance area, students will explore the major elements of each subject, incorporating mainly the creating and presenting dimensions. Each subject requires students to work individually and within a group. Students will also have the opportunity for extension in any one or more of the three subjects. Year 8 and Year 9 electives in each of these subjects focus on building skills in the areas of Presenting, Creating and Responding through written and practical opportunities.

In the Visual Arts, the program is designed to develop awareness and understanding of art techniques and processes. It focuses on the importance of art as a means of self-expression and on the development of related skills and vocabulary. It places art within historical, social and cultural contexts.

Students develop skills in the application of design elements and principles through directed activities and exercises that stimulate personal exploration and manipulation of art materials, techniques and processes. Girls are required to prepare a folio of work and also complete written tasks throughout each unit.

Year 7

Dance

The core elements of Dance are investigated through contemporary dance styles where all students have the opportunity to choreograph and perform routines. A balance of theory and practical activities will allow students to develop skills in these two areas of this subject.

Drama

Year 7 Drama is an introduction to some of the fundamentals of the Presenting or Performance dimension (use of voice, movement and staging to create meaning). To extend this understanding students will examine the performance style of Slapstick and Comedic Characters to create their own scene.

Music

Investigating Music Composition and Performance are the focus of the Year 7 Music unit. In composition, students will create their own work using loop technology and will explore various styles through this process. Performance tasks will allow development of existing skills in vocal or instrumental genres.

Visual Art - Investigating Visual Art

Students explore a variety of mediums and techniques. In particular, they explore the elements of texture and pattern through Sgraffito and Ceramics. Students then look at a variety of Printmaking techniques in the second unit and create a series of lino and monoprints. All of these resolved works help to educate the girls on a variety of elements of design and prepare them for their next year of Visual Art.

Year 8

Dance - Fly Girls (Hip Hop/Popular Dance)

Girls in Year 8 can undertake this unit of Dance which explores the origins of Hip Hop culture and the evolution of a more commercial style of street-Jazz/Funk. Students will learn movement vocabulary from this style of dance and will perform a set routine. Devising a short dance work in a related style will give students the opportunity to work with their peers to create an original work. Evaluation of dance is also a topic in this until through the investigation of how Hip Hop can convey meaning and emotion to an audience.

Drama - Comedy and Clowning

In this unit, students are introduced to the fundamental elements of Drama specifically within the Forming and Presenting dimensions through the style of Comedy. Students will undertake a study of Commedia dell'Arte and engage with the style of Contemporary Clowning through the reading of the play script The Clown from Snowy River.

Music

Students explore computer loop software to express the relationship between pictures and music in the beginnings of film composition. Performance skills are developed through solo and group work – vocal or instrumental (or a combination of both). Musicology is also introduced in Year 8, where students explore the famous repertoire of the past.

Visual Art - Photography and Painting

Students explore the elements and principles of design through Digital Photography and Painting. Students explore digital photography techniques as well as how to manipulate images digitally. They create a digital portfolio of images and document their processes in a visual journal. In the second part of the course, students learn about the artist, Friedensreich Hundertwasser, and create a colourful painting based on his style. At the completion of these units, students should be able to demonstrate their ability in working with the two mediums and how successfully they are able to manipulate them as well as being able to follow learnt techniques and processes. Students should also have developed an understanding of the way visual language is used in artworks and begun to

develop their own personal aesthetic in relation to making artworks.

Year 9

Dance - All That Jazz (Jazz and Musical Theatre)

This unit focuses on Jazz and Musical Theatre dance styles (may include Tap). Students investigate these styles through tasks in Choreography, Performance and Appreciation. The unit has a focus on how dance and movement are used to enhance or create a narrative in the context of musical theatre. Through their studies, students learn and perform a teacher-devised dance work in this style, and create a dance work with their peers. To develop skills in analysing and understanding the dances of others, students also evaluate dance movements from a popular musical.

Dance - Dance on Screen

This unit is centred on Dance that is created specifically to be viewed on a screen as opposed to a stage. The increasing impact of technology on the world around us also informs this creative journey. Students will learn and perform short contemporary dance phrases that may be used in the creation of their own Dance film. During this process, students will also learn basic filming techniques and camera angles/shots and will film and edit their own work. They will also complete a written task that analyses the way dance has been created specifically for the screen and examine the way the work was constructed to convey meaning.

Drama - Melodrama and Visual Theatre

The objective of Year 9 Drama is to extend the students' understanding of the dimensions of Drama, specifically Forming and Presenting, through an exploration of dramatic styles and conventions. This unit is designed to further extend skills specifically in the style of Melodrama. Here students will examine the dramatic languages and prepare a performance using the conventions associated with this style. The second aspect of the unit will examine the creative style of Visual Theatre. Students will create stage spaces in response to a stimulus and will manipulate the conventions of the style to the script of *The Yellow Boat*.

Drama - Realism and Improvisation

The objective of this elective is to extend the students' understanding of the dimensions of Drama, specifically Presenting, Responding and Forming through an exploration of dramatic styles and conventions. This semester unit is designed to further extend their skills specifically in the style of Realism. Here students will examine the dramatic languages and respond to a magazine article, and practice using the languages in the realistic style in a performance. The final aspect of the

unit will develop and extend the students' skills within the framework of Improvisation.

Music - Around the World

Around the World will offer students the opportunities to explore and analyse music from non-Western cultures. The rich heritage in the cultures from Africa, Eastern Europe, Asia, South America and the South Pacific has led to the creation of such intriguing music styles as Reggae, Flamenco, Latin, Gospel and Aboriginal and Torres Strait Islander genres. After being introduced to a range of cultural styles, the students will analyse the music from a culture of their choice and create an authentic composition in that style or incorporate some of those cultural influences into their own composing style. Students will also continue to develop their performance skills, in a style of their own choice. They may perform in groups or individually, as a vocalist and/or instrumentalist.

Music - Pop and Jazz

"Pop n Jazz" gives students the opportunity to explore the musical styles from the start of blues in the 1900's through to the modern day rock through musicology, composition and performance activities. In composition, the further use of loop technology and notational software are investigated. Students will perform in a contemporary style and develop analytical skills through investigation of aural and visual repertoire.

Visual Art - Drawing and Ceramics

In Year 9 Art, students focus on the exploration of the elements and principles of design through experimentation with a variety of materials and techniques. In this unit, students go back to basics and explore the medium of drawing; they particularly focus on still life drawings. The girls look at ceramics, where they create functional items such as jewellery. Students will also be required to complete an analytical essay and/or an examination whereby they will describe, analyse and interpret selected artworks.

Visual Art - Mixed Media and Painting

In this semester elective, students learn about mixed media techniques and materials and create a mixed media collage on canvas. In the final unit, students create an appropriation painting where they look at a variety of well-known artists and base their paintings on these techniques and ideas. Students also complete an analytical essay and/or an examination whereby they will describe, analyse and interpret selected artworks.

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