

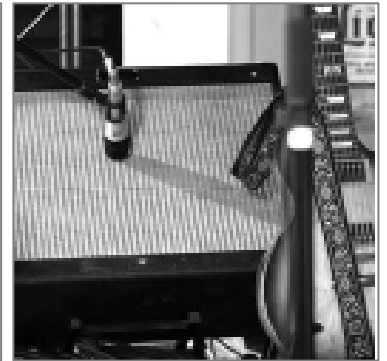


SCHOOL OF ISOLATED  
AND DISTANCE EDUCATION

**SIDE**

**Year 7-10  
CURRICULUM  
INFORMATION**

**2018**



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# SIDE Lower Secondary Curriculum: Time Allocation

<b>Hours per week over 40 weeks per school year</b>			
<b>Learning Area (hours per week)</b>	<b>Year 7/8</b>	<b>Year 9</b>	<b>Year 10</b>
English	4	4	4
Humanities and Social Sciences	4	4	4
Mathematics	4	4	4
Science	4	4	4
Health	2	2	2
Languages* (Choice of Language)	2	0-2*	0-2*
The Arts*	2	0-4*	0-2*
Technologies*	2	0-4*	0-2*
Careers**	n/a	n/a	0-2 (Semester length)
Specialised course/program***	n/a	n/a	0-6
<b>Hours per week</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Student programs must contain 24 hours</b>			

\* These Learning Areas are not mandated after Year 8.

\*\* Year 10 students are expected to participate in a semester length Careers program.

\*\*\* Year 10 students have the opportunity to specialise by selecting subjects or programs that support their individual pathway goals. For example, a student may choose a VET certificate, an Endorsed program such as Workplace Learning or Chevron; or an ATAR course (subject to approval by the Deputy Principal – Students). Decisions are made after counselling with stakeholders. Such Senior Secondary programs are allocated 4 hours per week.

# THE ARTS

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## Learning Area Description

The Arts have the capacity to engage, inspire and enrich all students, exciting their imagination and encouraging students to reach their creative and expressive potential. The Arts offers two distinct but related Arts subjects – Media Arts and Visual Arts.

## Material Requirements

The Arts curriculum is delivered through Moodle and Saba.

Art making materials are provided by SIDE.

### The Arts Overview

		SEMESTER 1	SEMESTER 2
Year	Code	Content	Content
7	7ARTS	<b>Visual Arts</b> Drawing and painting imaginary creatures. Play Art Games and find new ways of generating creative ideas	<b>Media Arts</b> Animation
8	8ARTS	<b>Media Arts</b> Sound Production (Foley)	<b>Visual Arts</b> Still life painting and figurative sculpture with paper mache
9	9VAR	<b>Visual Arts</b> Drawing and landscape painting	<b>Visual Arts</b> Printmaking and kite making
	9MAR	<b>Media Arts</b> Introduction to movie trailers and production skills	<b>Media Arts</b> Making a movie trailer, design and production skills
10	10VAR	<b>Visual Arts</b> Self portrait painting and wire sculpture	<b>Visual Arts</b> Calico bag printing and foam printed greeting cards
	10MAR	<b>Media Arts</b> Film editing challenge - develop advanced editing techniques	<b>Media Arts</b> Fundamentals of film production - script, shoot, edit and market a short film

# CAREERS

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## Course Description

Work Studies is about managing career transitions in work, community and further learning. It helps in supporting young people to enhance their own skills, knowledge, behaviours and dispositions in order to manage their own learning, work and life. This course will also enable students to develop effective study skills.

## Pathway/Options

Full time Year 10 students at SIDE are expected to complete Work Studies for one semester.

## Material Requirements

The Careers curriculum is delivered through Moodle and Saba.

Careers Overview			
		SEMESTER 1	OR SEMESTER 2
Year	Code	Content	
10	10WS	Work Studies	Work Studies

# ENGLISH

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## Learning Area Description

English is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others

Students work on the Western Australian Curriculum, which encompasses ACARA's Australian Curriculum. Student achievement is reported at the end of the year using letter grades and judged against achievement descriptors set by the School Curriculum and Standards Authority (SCSA). Assessment tasks provide students with opportunities to demonstrate core content and to be given feedback and marks.

## Material Requirements

The English curriculum is delivered through Moodle and Saba.

English Overview		
Year	Code	Content
7	7ENG	Western Australian Curriculum core content
8	8ENG	Western Australian Curriculum core content
9	9ENG	Western Australian Curriculum core content
10	10ENG	Western Australian Curriculum core content

# HEALTH EDUCATION

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## Learning Area Description

In Health Education students develop the knowledge, understanding and skills to support them to be resilient, develop a strong sense of self, build and maintain satisfying relationships, make health enhancing decisions in relation to their health and physical activity participation, and develop health literacy competencies in order to enhance their own and others' health and wellbeing.

Students will be working towards developing their skills and knowledge in both personal, social and community health and movement, and physical activity.

## Material Requirements

All Health Education curriculum is delivered through Moodle and Saba. Some print material is available on request.

Health Education Overview			
	SEMESTER 1		SEMESTER 2
Year	Code	Content	Content
7	7HPE	It's All About Me	Health Matters
8	8HPE	Developing Positive Relationships	Positive Health Decisions and Practices
9	9HPE	Resilience and Relationships	Healthy Lifestyle Choices
10	10HPE	Taking Control	Health Influences and Issues

# HUMANITIES AND SOCIAL SCIENCES

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## Learning Area Description

Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography, and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students build their understanding of the concepts of justice, democracy and democratic values, rights and responsibilities through studies of Australia's legal and political systems. An understanding of the interdependence of consumers and producers, business and market behaviour and economic performance is also developed through studies of community, national and global issues. The geographical concepts of place, space and environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into a wide range of places and environments at the full range of scales, from local to global. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about past societies from ancient to the modern world.

## Material Requirements

The Humanities and Social Sciences curriculum is delivered in Moodle and Saba. Supplementary texts are provided to support some areas of study.

Humanities and Social Sciences Overview		
Year	Code	Content
7	7HASS	History, Geography, Economics and Business, Civics and Citizenship
8	8HASS	History, Geography, Economics and Business, Civics and Citizenship
9	9HASS	History, Geography, Economics and Business, Civics and Citizenship
10	10HASS	History, Geography, Economics and Business, Civics and Citizenship



# LANGUAGES

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## Learning Area Description

In the Languages learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and employ practical skills which they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understandings in English and of literacy in general.

## Pathway/Options

Students who already have some knowledge of the language in which they are enrolling will commence at the appropriate point along a continuum of learning. This is determined in consultation with Student Coordinators and the relevant language area.

Students with no prior knowledge of the language will start with a beginner module, regardless of year level. Students aiming to enrol in an ATAR language course in Year 11 may not have time to cover content if they do not commence study of the language in Year 7.

Lower school language students require a minimum of *two hours per week (120 minutes)* for their language study in order to progress through the program at the expected rate.

## Material Requirements

All Language modules are delivered through Moodle and Saba.

Languages Overview				
Year	French	Indonesian	Italian	Japanese
	Code	Code	Code	Code
7	7FRE	7IND	7ITA	7JAP
8	8FRE	8IND	8ITA	8JAP
9	9FRE	9IND	9ITA	9JAP
10	10FRE	10IND	10ITA	10JAP

\*Please note: There are beginning and continuing modules within each year level.

# MATHEMATICS

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## Learning Area Description

In Mathematics, students learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world.

Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.

Students work on the Western Australian Curriculum which is based upon the Australian Curriculum and are reported on criteria according to the Australian Curriculum and judged against Achievement Standards set by the School Curriculum and Standards Authority (SCSA). Common Assessment Tasks test core content and provide students with the opportunity to be challenged.

## Material Requirements

All lower school courses in Mathematics are delivered through Moodle and Saba, using a Course and Assessment Outline, SIDE Lesson Guide and text book. Semester Lesson Guides explain how to use the text book and are provided by SIDE Dispatch. The text book is available for loan from the SIDE Resource Centre. All materials are also provided in electronic form in Moodle. Task submission is expected within Moodle.

Mathematics Overview		
Year	Code	Content
7	7MATH	Standard curriculum using text book by Dr Terry Dwyer Students sit Common Assessment Tasks
8	8MATH	Standard curriculum using text book by Dr Terry Dwyer Students sit Common Assessment Tasks
9	9MATH	Standard curriculum using text book by Dr Terry Dwyer Students sit Common Assessment Tasks
10	10MATH	Standard curriculum using text book by Dr Terry Dwyer Students sit Common Assessment Tasks Extension curriculum using text book by Cambridge

# SCIENCE

## Learning Area Description

Science helps us to better understand the world in which we live. The Science curriculum supports students to develop scientific understandings and skills to make informed decisions about local, national and global issues and prepare students for senior school pathways. All Science units in Year 7- 10 are based on the Western Australian Curriculum.

## Material Requirements

The Science curriculum is delivered through Moodle and Saba. Students will be provided with science kits which contain most of the materials required to conduct the practical activities. Students may need to provide additional materials.

Science Overview			
	SEMESTER 1		SEMESTER 2
Year	Code	Content	Content
7	7SCI	Chemistry Biology	Physics Earth and Space Science
8	8SCI	Chemistry Biology	Physics Geology
9	9SCI	Chemistry Biology	Physics Geology
10	10SCI	Chemistry Biology	Physics Earth and Space Science

Powering Careers In Energy	
Code	PCHPCE
Year Level	Year 10
Recommended Background	An interest in the mining and energy industries
Course Completion	Contributes to WACE achievement
Content Descriptions	<p>Chevron Australia - Powering Careers in Energy provides students with the opportunity to explore and understand the broad range of career options available within the Oil and Gas Industry in WA. Students studying Powering Careers in Energy will be given the opportunity to add the camp component: Authority Off-Campus Enrichment Program (ADOEP).</p> <p>Students:</p> <ul style="list-style-type: none"> <li>study five units in all covering a wide variety of aspects of the energy industry. An introduction to energy will help introduce students to the role of energy in our community with a focus on aspects of the LNG value chain.</li> <li>will have the opportunity to understand and explore cultures as well as develop knowledge about Australian cultural heritage, native title and how these aspects shape the modern resources industry.</li> </ul>
Mode of Delivery	Online in Moodle and SABA lessons
Textbooks/ Stationery	Refer to the Personal Items and Resources List on SIDE website

# TECHNOLOGIES

## Learning Area Description

The practical nature of technologies education engages students in critical and creative thinking and enables them to learn about and work with technologies and materials that shape our world. Students apply their knowledge and practical skills and processes to create designed solutions to meet particular needs. The learning area is made up of three subjects:

- Design and Technology
- Digital Technologies
- Home Economics

## Pathway/Options

- All Technologies modules are of one semester duration.
- Year 7 students will study 1 hour of Design and Technology (7DT) and 1 hour of Home Economics (7HEC) per week, comprising one module for a semester.
- There is one compulsory Digital Technologies module for students enrolling at SIDE in Year 7.
- Students in Year 8 and 9 new to SIDE are strongly advised to enrol in Digital Technologies.
- Year 8, 9 and 10 students may choose modules to suit their areas of personal interest.

## Material Requirements

The Technologies curriculum is delivered through Moodle and Saba.

Woodwork, Electronics and Home Economics modules have kit materials provided by SIDE.

Technologies Overview			
		SEMESTER 1	SEMESTER 2
Year	Code	Content	Content
7	7IT	<b>Digital Technologies 1</b> In this unit students are introduced to the world of online learning. Students learn some new IT skills to help while studying online at SIDE. A whole range of topics are covered - from cyber safety to file management.	
	7HEC		<b>Home Economics 1</b> An introduction to both Foods and Textiles. Learn how to make and prepare interesting and appropriate food choices, which will promote optimum healthy lifestyles. Start discovering the origins and characteristics of fibres and the skills to create your own fabric and accessories.
	7DT		<b>Design &amp; Technology 1</b> Develop skills in using CAD software to design and draw project parts. Investigate simple mechanical principals. Learn the basics of a design brief. Develop basic wood construction hand skills.

# TECHNOLOGIES

Technologies Overview			
		SEMESTER 1	SEMESTER 2
Year	Code	Content	Content
8	8IT		<b>Digital Technologies 2</b> This unit builds on 7IT. Introduction to computational thinking. Use cloud-based applications to examine online and offline gaming. Review games, look at gaming history and social issues, and build web-based games.
	8HEC	<b>Home Economics 2</b> Build on your healthy food choices by altering and preparing recipes to show your skills. Discover textiles unique qualities. Design and create a simple garment.	
	8DT	<b>Design &amp; Technology 2</b> Expand on CAD design to create laser cut acrylic parts. Introduce 3D printing. Basic mechanical engineering principles of delivery systems. Design using a project design brief. Develop woodworking hand skills.	
9	9IT	<b>Digital Technologies 3</b> Delve into the world of images, video and audio, then evaluate web design and create interfaces. Students explore database design and learn all about video compression and transcoding.	<b>Digital Technologies 4</b> Continuing with a focus on programming. Study privacy and security in cloud computing and social media. Study computational thinking by using graphical and text programming tools to implement digital solutions.
	9CHD	<b>Child Development 1</b> Business of Baby Sitting: Design your own babysitting business. Investigate stages of child development, safety and nutrition. Design a business plan, advertising flyers and business cards. Create a Babysitter Survival Kit full of useful information and activities for your business.	<b>Child Development 2</b> Parties in Packages: Create the ultimate birthday party for a five year old. Discover the development of young children, playing and eating for health and enjoyment, and all the important aspects of celebrating birthdays.
	9TEXT	<b>Textiles 1</b> Recycle, Repurpose, Reuse: Examine sustainability of fibres, fabrics and textiles, recycling possibilities and basic sewing skills and techniques, such as dyeing, to create your own upcycled garments.	<b>Textiles 2</b> Safe in the Sun: Investigate sun-smart fabrics and clothing to design and create your own line of summer fashion for the Australian climate using basic sewing skills and techniques.
	9FOOD	<b>Food 1</b> The Teenager' s Guide to Cooking: Journey through all aspects of food preparation and cooking. Investigate current information on nutrition and healthy lifestyle. Research, prepare and cook a range of dishes creating your own recipe book.	<b>Food 2</b> International Food: Take a world trip enjoying the taste sensations in Asia and Europe. Learn how culture and food are connected and create some exotic dishes of your own for you and your family.
	9DP	<b>Photography 1</b> Introduction to using a digital camera and taking successful and interesting photos.	<b>Photography 2</b> Follows on from Photography 1. Extend skills with digital cameras and basic photo improvement software.
	9TG	<b>Technical Graphics 1</b> Develop sketching techniques and progress into the world of computer aided design. 2D and 3D drawings.	<b>Technical Graphics 2</b> Use software to create solutions to design tasks. Produce detailed images of designs.
	9ELECT	<b>Electronics 1</b> Introductory course. Students will create interesting and practical projects and gain the basic knowledge and principles of electronics.	<b>Electronics 2</b> Students will create exciting projects using integrated circuits and other common components. The concepts of Electronics 1 are further developed (not a prerequisite).

# TECHNOLOGIES

Technologies Overview			
		SEMESTER 1	SEMESTER 2
Year	Code	Content	Content
10	10IT	<b>Digital Technologies 5</b> This unit builds on knowledge and skills from previous units. Students delve into the world of images, video and audio, then evaluate web design and create interfaces. Students explore database design and learn all about video compression and transcoding.	<b>Digital Technologies 6</b> This unit is a forerunner to further study in computer sciences and is focussed on programming. Students investigate privacy and security in the world of cloud computing and social media, and extend their skills in computational thinking by using graphical and text programming tools to implement digital solutions.
	10CHD	<b>Child Development 1</b> Business of Baby Sitting: Design your own babysitting business. Investigate stages of child development, safety and nutrition. Design a business plan, advertising flyers and business cards. Create a Babysitter Survival Kit full of useful information and activities for your business.	<b>Child Development 2</b> Parties in Packages: Create the ultimate birthday party for a five year old. Discover the development of young children, playing and eating for health and enjoyment, and all the important aspects of celebrating birthdays.
	10TEXT	<b>Textiles 3</b> My Brand: Examine the notion of fashion brands to create your own collection focussing on the sustainability of fibres, fabrics and textiles, recycling possibilities and basic sewing skills.	<b>Textiles 4</b> Textiles ... it's not just clothing: Consider the use of textiles for purposes other than clothing. Examine e-textiles and 21 <sup>st</sup> century options. Create household soft furnishings and technological inspired textile items.
	10FOOD	<b>Food 3</b> Dining Down Under: Healthy food choices with an Australian flavour. Discover traditional Aboriginal 'bush tucker' as well as the amazing array of food Australia has to offer.	<b>Food 4</b> The Food Network: Develop an idea for a TV program aimed at young people. Include nutrition, food to promote health, and ways of showing the preparation of recipes that meet the target audience.
	10DP	<b>Photography 3</b> Extends skills in the use of a camera, composition techniques, lighting and use of photo editing software. Explore design theory and processes in developing photographic tasks.	<b>Photography 4</b> Extends skills in the use of a camera, composition techniques, lighting and use of photo editing software, in preparation for future studies in Year 11 and Year 12 Design Photography.
	10TG	<b>Technical Graphics 3</b> This module extends the CAD skills developed by students in Technical Graphics 2 and further explores the use of CAD to solve design problems through the production of pictorial images. Students learn how to produce sectional drawings using CAD.	<b>Technical Graphics 4</b> This module extends the CAD skills developed by students in Technical Graphics 3 and further explores the use of CAD to solve design problems, in preparation for future studies in Year 11 and 12.
	10ELECT	<b>Electronics 3</b> Students will learn how to build electronic circuits using a range of electronic components. The focus of this course is to understand and use integrated circuits with other common components in their designs.	<b>Electronics 4</b> Students design and build intelligent devices that operate with microcontrollers. Students will program their own microcontroller to make an automated smart device.

# LEARNING SUPPORT

In Learning Support, students have the opportunity to access educational programs across learning areas that address the student's learning needs. Teachers develop engaging lessons based on the Western Australian Curriculum to assist students to enhance their skills in Mathematics, English, and Humanities and Social Sciences. Teachers accommodate individual differences in student's ability levels and learning styles to develop documented plans.

To assist students to improve their overall confidence and educational skill development, we encourage students to allocate daily time to complete Moodle activities and/or revision. Students are expected to read daily and engage in interactive activities from Literacy Planet. Students are also enrolled in Mathletics to support their numeracy skills.

## ASDAN-AWARD SCHEME DEVELOPMENT AND ACCREDITATION NETWORK

Learning Support also offers a range of ASDAN modules based on a student's interests and needs. Students enrolling in these courses are generally those who have been:

- Diagnosed with severe and/or profound learning difficulties
- Disengaged from schooling for a significant period of time.

The programs we deliver in lower secondary are:

- New Horizons
- Transition Challenge
- Towards Independence.

## NEW HORIZONS

New Horizons is an activity-based curriculum resource which supports the delivery of Citizenship and Careers Education. The program has been developed for learners aged 9 to 13. The activities offer an opportunity to develop communication and numeracy skills in a life skills setting. The program is learner-centred, for small steps in achievement. Working with their teacher, the students complete a Personal Skills section for each module they do, which helps them identify specific things they are good at, related to the module theme. The final activity in each module is My Challenge. This requires the learners, working with the tutor, to identify something new they would like to try related to the theme of the module.

New Horizons contains activities within a framework of five modules:

- Personal
- Social
- Health
- Citizenship
- Relationships.

## TRANSITION CHALLENGE

Transition Challenge provides a framework of activities to develop and accredit independent living and personal skills for students aged 14-16. Students must complete a choice of activities from each of the five modules listed below:

- Knowing How
- Making Choices
- Feeling Good
- Moving Forward
- Taking the Lead.

Activities within each module cover all learning areas.

## TOWARDS INDEPENDENCE

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited. Modules can be completed separately and accumulated to build a record of personal achievement. Modules offered at SIDE are:

- Horticulture (access to garden equipment essential)
- Independent Living
- Meal Preparation and Cooking
- Personal Safety
- Popular Culture (Follows Year 10 History)
- Using ICT
- Work Awareness
- Workright (available to Year 10 students).

## ASDAN ASSESSMENT

Levels of Support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners. These are:

Experience Recorded



Gestural Help



No Help



Physical Help



Sensory Experience



Spoken/Signed Help



Following internal verification at the school level, candidates' portfolios are submitted for external moderation, generally in Semester Two.