



'Creating Bright Futures'

CURRICULUM GUIDE

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Government
of South Australia

Department for Education

CONTENTS



Introduction	3
The Australian Curriculum	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support.....	7
Inclusive Learning	8
Specialised Programs	
• Automotive	9
• Football Academy.....	10
Co-curricular Opportunities.....	12
VET and Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
• English / English as an Additional Language	20
• Health and Physical Education	26
• Football Academy.....	31
• Humanities and Social Sciences	33
• Languages	38
• Mathematics	43
• Science.....	48
• Technologies.....	53
• Design Technology	55
• Digital Technology.....	59
• Food and Textiles Technology	60
• The Arts.....	64
• Performing Arts - Drama	65
• Performing Arts - Music.....	67
• Performing Arts - Dance.....	69
• Media Arts - Photography and Film.....	71
• Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

INTRODUCTION

At Underdale High School, we are proud that our Curriculum scope is designed to effectively cater for all students and all student pathways. The processes and systems we have in place are designed to support success for every student and maximise the communication with and involvement of all families. This contributes to our students' rate of educational growth being above state averages.

We have a focus on wellbeing for learning. Our emphasis on Student Wellbeing and Co-curricular opportunities, including Student Voice, contribute to the success of our students' experience at school and beyond. An emphasis on academic achievement is important, as is the development of the student as a whole.

The development of capabilities enables our students to be able to apply and use the knowledge they gain now and in the future in a meaningful and effective way to become good citizens. Capabilities are intrinsic to both the Australian Curriculum and the SACE.

These capabilities are:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

Students in Years 7 to 11 participate in the subject selection and course counseling process in term 3 each year for the following year. This curriculum guide will support students and their families to make decisions about the right pathway for them. Please explore this information together so that you can make informed, balanced decisions. If you require clarification, please do not hesitate to contact the school.



CONTENTS

Introduction.....	3
The Australian Curriculum (AC).....	4
South Australian Certificate of Education (SACE).....	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support.....	7
Inclusive Learning.....	8
Specialised Programs	
Automotive.....	9
Football Academy.....	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview.....	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education.....	26
Football Academy.....	31
Humanities and Social Sciences.....	33
Languages.....	39
Mathematics.....	43
Science.....	48
Technologies.....	53
Design Technology.....	55
Digital Technology.....	59
Food and Textiles Technology.....	60
The Arts.....	64
Performing Arts - Drama.....	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts.....	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education.....	77
Mentoring Program.....	78

THE AUSTRALIAN CURRICULUM (AC)

Underdale High School's curriculum enables all students to study a comprehensive and balanced curriculum. It is based on the Australian Curriculum. This Curriculum outlines the knowledge, understanding, skills and general capabilities important for all students.

There are eight (8) Learning Areas in the Australian Curriculum:

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts

In Year 7 there is a focus on providing our students with a well rounded education that keeps them active and engaged in learning. In Year 8, there is a focus on developing our students' abilities to maintain personal health and wellbeing, and manage personal relationships. In Year 9 and 10 students will bring together their knowledge and experience to consider possible pathways for study in senior secondary school and vocational education. Year 7, 8 and 9 students study many of their subjects in their Home Group class grouping.

Through the Social Education program 7-10, Home Group teachers build close relationships with their students and develop a collaborative classroom. Class sizes generally average between 24 - 28 students. Teachers provide support to meet students' individual needs and use a range of strategies to assist students to reach their potential. Teachers collaborate in Learning Teams to ensure the Curriculum is coherent, relevant and effective teaching practices are used.

Assessment in the Middle School includes a range of authentic practices based on The Australian Curriculum achievement standards that describe the

quality of learning typically expected of students as they progress through schooling. The achievement standards can support formative and summative assessment practices and provide a basis for consistency of assessment and reporting. Student progress and achievement relative to the standard is reported using A-E grades.

To find out more about the Australian Curriculum, visit the Parent section of the Australian Curriculum website at www.australiancurriculum.edu.au/.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

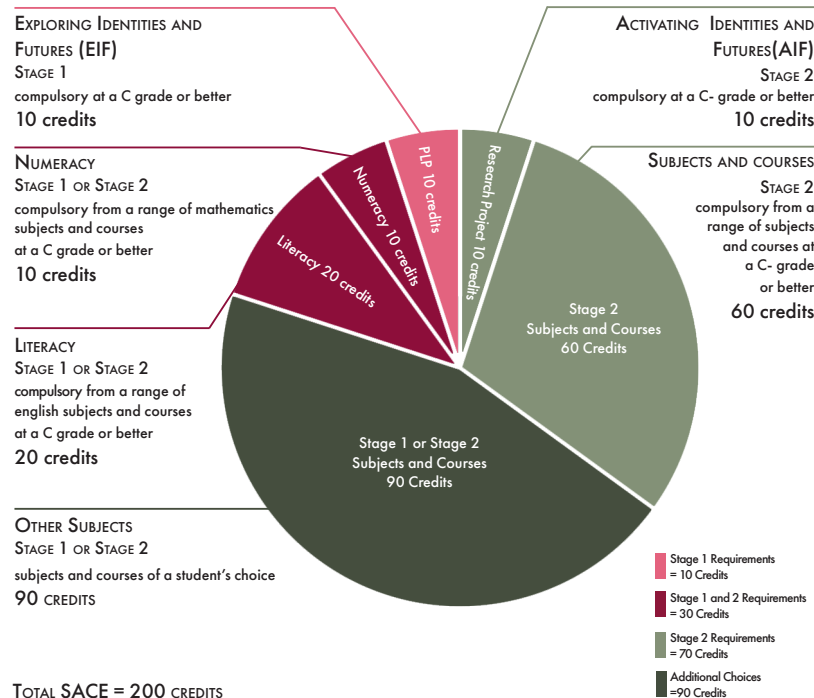
What is the South Australian Certificate of Education (SACE)?

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip students with the skills knowledge and personal capabilities to successfully participate in our fast-paced global society.

Studying the SACE helps you develop communication, decision-making skills, analysis, evaluation, and project planning. These skills will help set you up for success in further study and the workplace.

You can tailor the SACE to suit your needs and aspirations. You can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and Vocational Education and Training (VET) options. There may be other courses you are studying outside of school that could also count towards your SACE.

To achieve your SACE, you must meet the following:



Requirements

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade, from A to E, for each subject. For compulsory subjects, they must achieve a C grade or better. As a general guide, 10 credits usually equates to a semester subject.

The compulsory subjects are:

- EIF (10 credits at Stage 1) – Completed in Year 10 at Underdale High School. This subject supports students to learn more about themselves and explore their aspirations and future.
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1- Year 11)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1- Year 11)
- AIF – an in-depth major project completed in Year 11 at Underdale High School (10 Stage 2 credits)
- Other Stage 2 subjects totalling at least 60 credits (Year 12)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice, including VET courses.

Other Subjects

You can design your SACE study to meet your needs – whether you want to go to university, undertake vocational education, or get straight into the workforce after school.

Apart from the compulsory SACE subjects, schools decide which subjects to offer. Prerequisites for particular university courses can influence your subject choices.

For more information about the SACE, please see the [SACE website](#).

VET & Other Courses

VET stands for Vocational Education and Training. In other words, VET is education and training that gives you skills and knowledge for the whole spectrum of work opportunities.

VET operates through a national training system certified by Registered Training Organisations, like TAFE. Apprenticeships and traineeships are jobs that combine work and structured training through a VET provider.

For more information about VET, please go to our VET & Pathways Beyond School section.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

YEAR 7 AT UNDERDALE HIGH SCHOOL

In 2022 we welcomed for the first time, Year 7 students to our Underdale High School community. Underdale High School is a caring, inclusive community that provides opportunities for innovative, challenging, and creative learning. Our core values encompass Resilience, Optimism, Courage and Knowledge. Our student population embraces 77 different cultural backgrounds.

Our Year 7s will join a specialised teaching and learning program designed to support middle school students in their academic, social and emotional development. We provide a smooth and supportive transition for every student.

Committed to support our Year 7s to experience success...

All our Year 7 students have access to:

- a dedicated home group teacher to support their social and emotional needs and to be the liaison between families and school.
- specialised middle school teachers to provide expert teaching to young adolescents.
- innovative specialised learning spaces.
- quality contemporary curriculum based on the latest Australian Curriculum guidelines (see page 5 for an overview)

Students will study:

- a full year of English, Science, Mathematics and Humanities and Social Sciences.
- 2 semesters of the Arts – Visual Arts and Performing Arts.
- Technologies in year 7 will include a term of Digital technology and a term of Food and Textiles technology.
- Health and PE or Football will be studied for a full year by all students.
- a semester of Japanese and a semester of Greek.
- social education and digital literacy with their homegroup teacher.

Digital literacy will support students to safely and effectively use all the technology available in a high school setting. This will include Microsoft Office applications, Daymap, safe mobile phone use in line with age appropriate social and ethical protocols.

We will ensure our Year 7 students have opportunities and experiences that enhance our school values:

Resilience

They will be supported to show adaptability, persistence and commitment to learning.

Optimism

They will be encouraged and supported to contribute to a positive school culture and personal efficacy.

Courage

They will be supported to show integrity and responsibility in keeping themselves and others safe.

Knowledge

They will be taught to apply critical thinking and creativity to learn from one another.

Supporting the move from Primary to Secondary school

Underdale High School understands that a successful transition from primary to secondary school is about acknowledging that every young person is an individual with unique passions, skills and learning needs. These must be embraced, understood and nurtured. Getting to know each future student and their family on an individual basis, prior to beginning is our ultimate goal underpinning our successful transition approaches and program.

For more information about Year 7 at Underdale High school please contact our Year 7 leader via our website from the Stay In Touch tab.

Compulsory Stationary

- Laptop (Minimum 8 hour battery life)
- Pens
- Pencils (HB)
- Ruler
- Eraser
- Scissors
- Highlighters
- Glue
- Coloured Pencils
- Work pad A4 100 leaf ruled and punched
- A4 Display folder with 20 refillable pockets for social education

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) SUPPORT

Supporting students from non-English speaking backgrounds

At Underdale High School we are committed to supporting students from non-English backgrounds and offer:

- EAL support in mainstream subjects in all year levels
- Intensive Literacy classes Years 7 – 11, by recommendation.
- English /EAL as an Additional Language (EAL) classes for students from Years 10 – 12
- Bilingual Student Support Officers

Determination of Eligibility for English as an Additional Language

The SACE Curriculum pattern requires all students to enrol, and achieve a satisfactory standard, in a full year of Literacy at Stage 1 level.

Essential English /EAL is offered as an alternative for those students for whom English is not their first language and who satisfy at least two of the eligibility criteria outlined below.

These are:

- English is not their first language
- A significant part of their formal education has not been in English
- Knowledge and experience in the English language is restricted
- Formal education has been interrupted
- Have had no more than 5 years of full time schooling in English
- Any restriction in English language proficiency can be verified

Stage 1 and 2 Essential English / EAL

Students who complete 20 credits of Stage 1 Essential English /EAL with a C grade or better will meet the literacy requirement of the SACE.

At Stage 2 the option available is Essential English / EAL. Students wanting to undertake English as an Additional Language need a recommendation from their Stage 1 Essential English / EAL teacher and a B grade or above.

Students at Stage 2 who have not completed Stage 1 Essential English / EAL are still eligible to select Stage 2 Essential English / EAL as an additional language if they satisfy the eligibility criteria.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

INCLUSIVE LEARNING

Each student has their own aspirations, learning needs, strengths and interests and here at Underdale High School, we respond to every student and their unique characteristics with high expectations for achievement. Providing Inclusive learning and targeted support is one way we achieve this. The Inclusive Learning Team ensures that inclusion is at the core and adjustments are evidence-based and enable opportunities for risk taking.

The Inclusive Learning Team gathers information, seeks advice and synthesises information to get to know the student and their barriers to learning. Following this, Underdale High School plans and implements by developing a plan of adjustments to address the functional needs. This is done in consultation with Inclusive Educators, Behaviour Coaches, the Wellbeing Team, parents and relevant external agencies, creating a Team around the Child. These plans are reviewed and adjusted accordingly to evaluate the impact and set the student up for success to reach their personal best. Students are at the core of everything that we do and we are passionate about providing an environment in which every student can flourish.

At Underdale High School, funding is used for the purpose of improved learning outcomes for children and students with functional needs as per their personalised plan goals. Whilst some schools use funding specifically for SSO support, we focus on the individualised needs of the students to ensure maximum impact. This may involve implementation of evidence-based programs, release time for planning of personalised learning, specialised teaching support, purchasing specialised equipment and staff professional development to increase capacity. One Plans are used to directly monitor and track the impact of interventions to ensure that each student is set up for success for improved learning and wellbeing outcomes.

One way that students are provided with intensive support at Underdale High School is through our Intervention Programs delivered by our Student Support Officers.

Intervention Programs:

MULTILIT (MAKE UP FOR LOST TIME IN LITERACY)

An intensive reading program designed to increase students' progress in reading accuracy, fluency, comprehension and spelling. Students receive intensive, systematic reading instruction on a one on one basis. The program is offered to targeted students.

INTENSIVE NUMERACY

An intensive supplemental Numeracy program aimed at increasing maths automaticity and fluency of students' basic maths operations (Addition, Subtraction, Multiplication and Division) to improve maths achievement. The program is offered to targeted students.

If you wish to discuss the specific learning needs of your child, please contact our Inclusive Learning Leader by phoning reception on 8301 8000.



CONTENTS

Introduction.....	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	9
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

SPECIALISED PROGRAMS - AUTOMOTIVE

The Underdale High School Automotive program was first established in 1980 as a subject with an Engineering emphasis integrating Science and Numeracy using an automotive systems approach.

Our courses operate through the \$1.5 million automotive industrial complex situated on our school site. The facilities were developed with industry in mind to give students an opportunity to experience a work environment. The school has a relationship with CMI Toyota and continues to develop links with the broader Automotive Industry which provides students with multiple opportunities. Students have opportunity for apprenticeships, both school based or full time from a range of providers if they want to take their automotive experience further.

Automotive Mission Statement

The desire to make automotive students understand the significance of developing interdisciplinary skills that are necessary in supporting them in any future pathway of their choice.

Program Aims

The aim of the automotive program is to expose students to specific automotive topics with the intent of developing the following –

- Mechanical Language and ability to refer to automotive literature
- Specific knowledge and understanding of automotive principles
- Ability to use a range of general and specialised tools
- Investigate mechanical systems and detect faults and determine causes
- To problem solve using logical critical thinking
- Use acceptable workshop practices following current OHS&W regulations

Middle School Automotive Program (Year 10)

The Middle School program introduces students to small engine systems and allows them to experience a range of automotive topics through a series of fun but challenging practicals. The theoretical components are integrated and support the student when doing the practical tasks.

Senior School Automotive Program (Year 11 and 12)

Please see Technologies - Design and Technologies (page 55).

VET Automotive Program

Industrial Pathway - Automotive, Retail, Service and Repair

The course is offered through the Western Adelaide Secondary Schools Network (WASSN). Please visit www.wats.sa.edu.au for information about the course.



Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive9

 Football Academy10

Co-curricular Opportunities12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL20

 Health and Physical Education26

 Football Academy31

 Humanities and Social Sciences33

 Languages39

 Mathematics43

 Science48

 Technologies53

 Design Technology55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music67

 Performing Arts - Dance69

 Media - Photography & Film71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF)76

Career and Work Education77

Mentoring Program78

APPLICATIONS FOR THE 2024 PROGRAM TO BE RECEIVED BY END OF TERM 2

The Underdale High School Football (Soccer) program develops student’s ability and understanding of the modern game, providing opportunities for students to pursue their sporting goals and/or vocational pathways.

This highly successful program caters for students in Years 7 to 12 and has attracted student interest from across South Australia and internationally. Several graduates of our Football Academy have recently secured senior and international playing positions including, Musa Toure and Asad Kasumovic in the A-League, Mohamed Toure at Paris FC France, Hosine Bility at CD Mafra, Portugal and Al Hassan Toure at Ajaccio, France, as well as obtaining employment within the sporting industry as officials, coaches and sports scientists.

The academy prides itself on completing at the highest level, with recent achievements, see below, evidence of its success.

UHS All-Time State Football Championships:

FOOTBALL		FUTSAL		OUTDOOR 5-A-SIDE FOOTBALL	
1971	Open Boys	2004	Year 8/9 Girls	2009	Year 8/9 Girls
2011	Year 8/9 boys	2007	Open Girls	2009	Open Boys
2012	Year 8/9 boys	2010	Open Boys	2011	Year 8/9 Girls
2012	Year 10 Boys	2015	Open Girls	2011	Open Girls
2015	Year 8/9 Boys	2015	Open Boys	2012	Open Boys
2015	Open Boys	2015	Year 8/9 Boys (Interstate Challenge Futsal Champions)	2014	Year 8/9 Boys
2017	Year 8/9 Girls	2017	Open Boys	2014	Open Boys
2017	Open Boys	2019	Open Boys	2015	Open Boys
2018	Year 8/9 Boys	2019	Year 10 Boys	2018	Year 8/9 Girls
2019	Open Boys	2020	Open Boys	2019	Open Girls
2019	Year 10 Boys	2021	Open Boys	2019	Year 8/9 Girls
2022	Year 9/10 Boys	2021	Year 8/9 Boys		
		2022	Year 7/8 Boys		
		2023	Year 9/10 Boys		

Other Recent Football Academy Achievements:

2022	Open Girls State KO Semi Finalists
2022	Academy Cup Champions
2021	Open Boys Knockout Runner Up
2021	Year 8/9 Girls State Futsal Runner Up
2020	Open Boys/Girls Pre-Season Cup Champions (Tri-tournament with Henley and Roma Mitchell HS)
2019	Open Girls State Knockout Semi Finalists
2019	Year 8/9 Girls State Knockout Runner Up

The Underdale High School Football Academy Program is fully endorsed by Football South Australia and has close links with the NTC and Adelaide United FC. It also has links with the State Development squads and follows the Football Australia National Curriculum Guidelines.

Students from Year 7 to Year 12 receive a formal, structured and holistic program where a high level of commitment takes place in a safe, happy and caring environment.

UHS Football Academy Mission Statement and Philosophy

We aspire to achieve the highest standards in the development of Underdale High School students to be the best that they can be both on and off the field, through diligence, commitment, respect, discipline, collaboration, resilience, optimism, courage and persistence.

Program Aims

We aim to make the student the focal point of the Academy and all of our efforts will be directed at improving the student’s ability and welfare by:

- Setting high football and social standards
- Providing a disciplined setting where players work together taking pride in themselves and their environment
- Ensuring all aims and set tasks on and off the field are implemented efficiently
- Promoting and supporting positive outcomes in terms of health, development and educational achievement
- Providing good models of behaviour, being honest and compassionate
- Celebrating student’s success and recognising outstanding achievement, effort and behaviour.

In essence, our aim is to produce intelligent and technically solid players who achieve their full potential and are equipped to cope with the demands of the modern game on and off the field.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

SPECIALISED PROGRAMS - FOOTBALL ACADEMY

The Middle School Program (Year 7 to 9)

The Academy technical program is the focal point of the players' football education in all year levels. For the Year 7, 8 and 9 students, the course is designed to prepare the player with the knowledge and competency of the technical fundamentals of the game of football. It offers both boys and girls an opportunity to pursue a comprehensive study of football by imparting a high level of expertise in theoretical knowledge, technique and skills, fitness and game awareness.

The program also contains a theoretical component where the Australian Curriculum will be covered through a series of assessment tasks. The Academy wants to produce low maintenance players who have an understanding of factors that affect football players such as sport science, injury prevention, nutrition, fitness and the important role that mental preparation now plays in the life of a footballer.

The Senior School Program (Year 10 to 12)

This course aims to provide a pathway and accreditation to fulfill a professional football (soccer) playing career or employment in the community by providing:

- A high level of technical, physical, social and psychological player development whilst completing the SA Certificate of Education and maximizing the ATAR
- A practical link to a career or part time employment pathway to the Sport and Recreation Industry and the attainment of associated certificates and accreditation.
- Specific practical strategies to support leadership roles such as player, coach, referee, administrator, trainer or mentor in the school system or the community
- The course allows students to attain a Football Federation of Australia Level 4 Referee's Certificate and a Grassroots Certificate as well as a Level 1 Sports Medicine Certificate and Senior First Aid Certificate.

Students also complete work placements at Adelaide United, Football SA, School Sport SA and various Primary Schools.

Entry to our Football Program

Students may apply to come to Underdale High School as a member of the Football Academy. All students wishing to participate in this program need to:

- Submit a written application by the deadline
- Provide previous school reports (and samples of school work to support the application)
- Evidence of their sporting commitment, which may include a reference from a Football (Soccer) coach.
- Applicants are then invited to participate in a trial at Underdale High School.

Football Academy Application Forms can be located on our website at <https://www.underdale.sa.edu.au/football-academy/>

APPLICATIONS FOR THE FOOTBALL ACADEMY PROGRAM TO BE RECEIVED BY END OF TERM 2.

Visit the Football Academy page from our website for more information or call us on 8301 8000 to arrange a tour of the school.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

Co-CURRICULAR OPPORTUNITIES

STEM (Science, Technology, Engineering and Mathematics)

The Underdale High School is partnered with the University of Adelaide for the STEM Teacher in Residence Program. We are excited at the future opportunities that the STEM Teacher in Residence Program will bring to UHS to collaborate with Partnership schools and the University of Adelaide to create curriculum support materials for subjects that we offer related to STEM, and provide opportunities for students to participate and compete in STEM challenges against students from Partnership schools run on site at the University of Adelaide.

Underdale High STEM student involvement includes:

- Young Women in STEM (University of Adelaide)
- Andy Thomas Space Foundation Challenges
- Australian Space Forum Excursion
- Adelaide Planetarium (University of South Australia)
- Headstart (The University of Adelaide)
- STEM units including Catapults and Water Rocket
- Robotics/Stem semester course in Year 9
- Building and Testing Electric cars
- Megacity Project
- Nanotechnology
- Biomechanics
- Aurecon Bridge building competition
- Science and Engineering Challenge
- University Excursions including UniSA Connect, Engineering Ingenuity Expo and Women in Technology
- GPS data collection
- CAD and 3D Printing

Student Leadership

Student Leadership provides the opportunity for any student to be involved in shaping what school life looks like, to develop leadership skills and to positively contribute to the school community and culture.

Student Voice:

Students are elected by their home group to represent their peers on our student voice team.

- Student Voice Leaders are expected to attend meetings regularly throughout the year and report back to the team and their home group upcoming events, issues arising and suggestions for improvements.
- Head and Deputy Prefects meet with the principal, the school Executive Team and Governing Council on a regular basis as a means of keeping all parties aware of issues and developments.
- Nominate to be on at least one sub-committee, which focus on areas including wellbeing, school facilities, events and fundraising, library, ICT and Environment and Sustainability.

House Captains:

- Support and encourage peers to participate on Sports Day and throughout the year for the ROCK CUP (including House Day and school House activities)
- Demonstrate pride in your House and role model what you expect from your peers (Walk the Talk!)
- Promote equity in your House/Year level (encourage ALL peers to have a go)
- Collaborate with your House Leaders and other student Captains to ensure events/activities are organised and prepared

Learning Area Prefects:

- Each Learning Area will elect students who are passionate about their subject to represent junior and middle school. Learning Area Prefects are expected to:
- Provide feedback to staff learning area teams that helps to inform teaching practice and support school improvement through Learning Walks
- Present professional learning to staff around how to increase student engagement in their chosen fields of study (subjects)
- Plan and assist with lunchtime clubs and activities.
- Support whole school events and learning area presentations (Science Week, Write a Book in a Day)
- Provide support for parents via workshops, school tours, acquaintance night and transition morning tea/parent evenings.

Music Program

Students study Music from year 7. We offer an extensive Instrumental Music Program, which allows students to participate in small group tuition in a range of instruments. This service is provided free of charge. Lessons are currently available in Voice, Woodwind, Guitar/Bass, Brass and Percussion. Woodwind and Brass instruments can be borrowed free of charge. Music students will be able to participate in various bands and performance opportunities.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

CO-CURRICULAR OPPORTUNITIES

Sporting Program

Throughout the year our students compete in school and state carnivals.

Underdale High School is also a member of the South Australian Secondary Schools' Sports Association that conducts knockout competitions in a large number of sports. This competition is open to all schools in SA. We also enter Western Zone Secondary Schools Sports competitions that run each term.

We enter teams in a range of sports including:

- AFL
- Athletics
- Badminton
- Basketball
- Boys & Girls Football – field and indoor (Futsal)
- Netball
- Team Handball
- Volleyball

School Sport SA

Please follow the link below to the South Australian School Sports Association Website for more detailed information.

<https://www.decd.sa.gov.au/teaching/sport>



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

Co-CURRICULAR OPPORTUNITIES

Sports Day

Our annual Sports Day is one of the most highly anticipated, contested and attended events on the school calendar. Participation rates as an official, competitor or encouraging spectator are always at levels that make us justifiably proud. The middle distance races occur at school in the weeks leading up to Sports Day.

Sports Day is held at SA Athletics Stadium in Mile End. Students are encouraged to dress in their house colours – Tarnta (Red), Ngungana (Yellow), Kawwirlta (Green). As well as the traditional Track and Field, a series of Team events always provide some spectacular highlights, and student officials will earn Spirit Award points for their house! Trophies to be contested each year include the Middle School and Senior School Shields, the “Spirit Award” and individual Champions for each year level.

Parents are invited and very welcome to attend, particularly towards the end of the day for the relays and presentations that bring the stand down with the noise created! Siblings are also welcome if accompanied by parents.

ROCK Cup

The prestigious ROCK Cup is awarded at the end of Term 3 each year. Our ROCK Cup promotes engagement across our school, targeting all facets of school life, be it academic achievement, sporting achievement or community support.

This system also fosters authentic student leadership by creating mini-communities to support all students across year levels, with each house creating strong connections to their house values and motto.

Teams accrue points starting from Term 4 to Term 3 of the following year. Points can be accrued in the following ways:

- Sports Day
- Academic GPA
- Attendance
- House Week
- Daily Points
- ROCK activities



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

VET AND PATHWAYS BEYOND SCHOOL

TERTIARY STUDY

Many students wish to continue with further study after Stage 2 at a tertiary institution. The South Australian Tertiary Admissions Centre (SATAC) manages the application and offer process for tertiary entry. Participating institutions are:

- Charles Darwin University
- CQ University Australia
- Flinders University
- SAIBT
- Tabor College
- TAFE SA
- Torrens University
- University of Adelaide
- University of South Australia

Students also have the opportunity to apply for admission to the many other independent and interstate Tertiary Institutions.

The SATAC website is a one-stop shop for information about University/ TAFE Entrance including; ATAR (Australian Tertiary Admissions Rank); Pre-requisite Subjects; Assumed Knowledge requirements; Precluded subject Combinations; Bonus ATAR points scheme; Subsidies and Scholarships; and TAFE SA Entrance - MER (Minimum Entry Requirements). To access information, latest news and due dates, visit the [SATAC website](#).

CAREER GUIDANCE

All students have access to explore various career options, including:

- [DfE Student Pathways](#)
- [Underdale Careers](#)
- [My Future Australia's online](#)
- [National Careers Institute careers](#)

APPRENTICESHIPS/TRAINEESHIPS

Students can commence an apprenticeship or traineeship in year 10, 11 or 12, combining senior secondary school with vocational education and training (VET) and paid employment. This is a great option for school students to get a head start in their career, continue to attend school as required, participate in on-the-job training in the workplace and formal VET with a Registered Training Organisation (RTO) under an arrangement known as a training contract. Students can complete SACE while engaged with an apprenticeship or traineeship as VET can provide up to 150 of the 200 required SACE credits. For further information about School-Based Apprenticeships and Traineeships (SBAT), please visit [SA.GOV.AU](#)

What is VET?

VET (Vocational Education and Training) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide students with the opportunity to develop specific industry-related skills.

What are the benefits of choosing VET?

Some of the benefits are:

- gaining a nationally-recognised qualification, while completing your SACE;
- getting a 'head start' in your chosen career;
- making your senior school study more relevant and interesting;
- providing opportunities to learn 'on-the-job' through workplace learning;
- providing pathways into apprenticeships, traineeships (including School-based Apprenticeships and Traineeships), further education or training, and direct employment.

The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies. Where 70 nominal hours of training is equivalent to 10 SACE credits. Please speak to the VET/Pathways Leader for more information about VET in the SACE or visit the [SACE Board website](#).

Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance.....69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

Does a VET program affect other subjects?

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator

Recommended SACE subject you could study that relevant to my VET course

Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices. In this subject, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject.

Will I need to do workplace learning as part of my VET course?

Many VET courses require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET course in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET course. Please see the Pathways Senior Leader to discuss the process and for a copy of your school’s Workplace Learning Agreement Package.

DfE VET Options

Students can gain access to a wide range of VET options on and off-campus, delivered by Training organisations such as TAFE SA and other private providers.

The Department for Education (DfE) has identified 26 Pathways in which they offer subsidies to students to complete qualifications in areas considered to be strategically important to the economy in terms of job growth and skills shortages.

Available for delivery to students at Underdale include:

- automotive retail, servicing and repair
- cyber

Available for delivery to our students by Western Adelaide Regional schools include:

- aged care and disability
- building and construction
- business start-up (entrepreneurial)
- food processing
- information technology
- manufacturing and engineering
- maritime

For more information visit www.wats.sa.edu.au

Also available at various locations:

- animal care
- agriculture
- aquaculture
- civil construction, resources and infrastructure
- conservation and land management
- education
- electrotechnology
- forestry
- hair and beauty
- health support
- horticulture
- hospitality and tourism
- plumbing
- resources and infrastructure
- thoroughbred racing

Applying for a VET Program

Students complete an ‘Expression of Interest Form’ and meet with the Pathways Senior Leader to discuss all VET options and pathways so that they can make an informed decision and course selection. The form will support the Pathways Senior Leader in finalising the online application called VETRO (VET Readiness Orientation).

Course fees for these 26 Pathways are heavily subsidised by the State Government. A handful of courses will have a higher fee. Students with access to School Card will receive additional subsidies based on their course.

Applications are submitted Term 3 and students are notified of their success in Term 4. It is a requirement of all “VETRO” courses that students complete a Language Literacy and Numeracy Assessment to ensure that students’ diverse needs are catered for.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.



CONTENTS

CURRICULUM OVERVIEW - STAGE 1 SACE

- Introduction3
- The Australian Curriculum (AC)4
- South Australian Certificate of Education (SACE)5
- Year 7 at Underdale High School.....6
- English as an Additional Language (EAL) Support7
- Inclusive Learning8
- Specialised Programs
 - Automotive9
 - Football Academy10
- Co-curricular Opportunities.....12
- VET & Pathways Beyond School15
- Curriculum Overview17
- Curriculum Details
 - English/EAL.....20
 - Health and Physical Education26
 - Football Academy.....31
 - Humanities and Social Sciences33
 - Languages.....39
 - Mathematics.....43
 - Science48
 - Technologies53
 - Design Technology.....55
 - Digital Technology59
 - Food and Textiles Technology60
 - The Arts64
 - Performing Arts - Drama65
 - Performing Arts - Music.....67
 - Performing Arts - Dance.....69
 - Media - Photography & Film.....71
 - Visual Arts73
- Exploring and Activating Identities and Futures (AIF).....76
- Career and Work Education77
- Mentoring Program78

YEAR 11	Units	SACE Credits
English <i>Select one of the following</i> - English - Essential English - Essential English / EAL - English Literary Studies	2	20
Mathematics <i>Select at least one unit</i> - Essential Mathematics - General Mathematics 1 & 2 - Mathematics A, B and C - Specialist Mathematics	1 or 2 1 or 2 3 1	10 or 20 10 or 20 30 10
AIF (Stage 2)	1	10
Supervised Study	1	
Project 'U'	-	-
Passion Project	1 or 2	

Plus elective subjects to make up
total required 14 units / 130 SACE credits

YEAR 11	Units	SACE Credits
3D Product Engineering	1	10
Automotive A - Integrated Learning	1	10
Automotive B - Integrated Learning	1	10
Biology	2	20
Business Innovation	1	10
Chemistry	2	20
Child Studies	1	10
Dance	1	10
Drama A	1	10
Drama B	1	10
Earth and Environmental Science	2	20
External VET or ASBA*	1 or 2*	10 or 20*
Fashion and Design	1	10
Food and Hospitality A	1	10
Food and Hospitality B	1	10
Football - Integrated Learning	2	20
Furniture Construction A	1	10
Furniture Construction B	1	10
Graphics and Architecture	1	10
Greek Continuers (through St George)	1 or 2	10 or 20
Health and Wellbeing	1	10
Japanese Continuers	1 or 2	10 or 20
Languages (School of Languages)	1 or 2	10 or 20
Legal Studies	1	10
Media	1	10
Metal Engineering	1	10
Modern History	1	10
Music	2	20
Photography	1	10
Physical Education A	1	10
Physical Education B	1	10
Physics	2	20
Multicultural power Cup	1	10
Psychology	1 or 2	10 or 20
Visual Art A	1	10
Visual Art B	1	10
Workplace Practices A	1	10
Workplace Practices B	1	10
Women's Studies	1	10

* VET - A completed Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

*ASBA- Stands for Australian School Based Apprenticeships.

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work

COMPULSORY SUBJECTS
 ELECTIVE SUBJECTS
 SACE CREDITS

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL	20
Health and Physical Education	26
Football Academy	31
Humanities and Social Sciences	33
Languages	39
Mathematics	43
Science	48
Technologies	53
Design Technology	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music	67
Performing Arts - Dance	69
Media - Photography & Film	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF)	76
Career and Work Education	77
Mentoring Program	78

CURRICULUM OVERVIEW - STAGE 2 SACE

YEAR 12	Units	SACE Credits	YEAR 12	Units	SACE Credits
Individual Mentoring	-	-			
Automotive - Integrated Learning **	2 **	20 **	Greek (through St George)	2	20
Biology	2	20	Health and Wellbeing	2	20
Business Innovation	2	20	Languages (School of Languages)	2	20
Chemistry	2	20	Japanese	2	20
Child Studies	2	20	Legal Studies	2	20
Creative Arts	2	20	Mathematical Methods	2	20
Dance	2	20	Essential Mathematics	2	20
Drama	2	20	General Mathematics	2	20
Earth and Environmental Science	2	20	Specialist Mathematics	2	20
English	2	20	Metal Engineering - Material Solutions	2	20
English Literary Studies	2	20	Modern History	2	20
Essential English	2	20	Music Performance	2	20
Essential English / EAL	2	20	Physical Education	2	20
External Subject	2	20	Physics	2	20
External VET or ASBA*	2 *	20 *	Psychology	2	20
Food and Hospitality	2	20	Society and Culture	2	20
Football - Integrated Learning	2	20	Workplace Practices - Sports Focus	2	20
Furniture Construction - Material Solutions	2	20-	Workplace Practices - VET/Work/Volunteer Focus		
Passion Project	2				

SACE Completion: Students must choose 6 units (3 subjects)

ATAR: Students must choose 8 units (4 subjects)

* VET - Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

*ASBA - Stands for Australian School Based Apprenticeships.

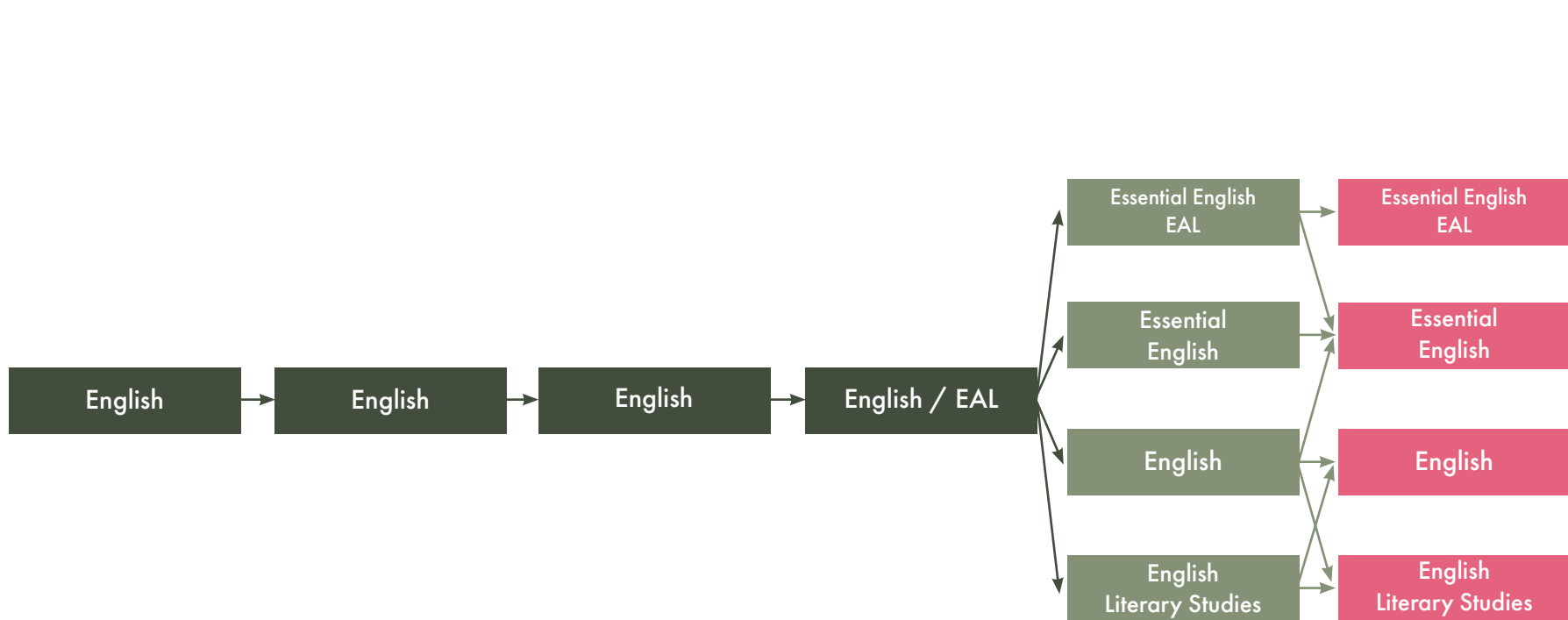
** Only ONE Integrated Learning subject can contribute towards your Australian Tertiary Admission Rank

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work.

■ COMPULSORY SUBJECTS

■ ELECTIVE SUBJECTS

■ SACE CREDITS



Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

* English as an Additional Language (EAL)

** Intensive Literacy is offered from Year 7 to Year 11 by teacher recommendation

*** Intensive Literacy supplements and extends on the students’ English or EAL learning to support their success across all their subjects.

CONTENTS

ENGLISH / EAL

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

ENGLISH YEAR 7

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The Year 7 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interact with others for a variety of purposes and engage with a variety of texts. These include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances with themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings.

ASSESSMENT

Assessment for learning is continuous and allows students to listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts for different audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

INTENSIVE LITERACY YEAR 7

LENGTH
Semester/Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

ASSESSMENT

Assessment for learning is continuous and allows students to listen to, read, view, interpret and create texts for different purposes.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended for this class by their English/EAL teacher.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

ENGLISH YEAR 8

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The Year 8 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students develop their understanding of how texts are influenced by context, purpose and audience. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. These texts explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and a variety of perspectives also explore.

ASSESSMENT

Assessment for learning is continuous and allows students to listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts for different audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

INTENSIVE LITERACY YEAR 8

LENGTH
Semester/Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

ASSESSMENT

Assessment for learning is continuous and allows students to listen to, read, view, interpret and create texts for different purposes.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended for this class by their English/EAL teacher.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

CONTENTS

ENGLISH / EAL

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

ENGLISH YEAR 9

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The Year 9 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts that may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students begin to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

ASSESSMENT

Assessment for learning is continuous and allows students to analyse, interpret, evaluate, discuss, create and perform a wide range of spoken, written and multimodal texts for a range of audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

INTENSIVE LITERACY YEAR 9

LENGTH
Semester/Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

ASSESSMENT

Assessment for learning is continuous and allows students to listen to, read, view, interpret and create texts for different purposes.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended for this class by their English/EAL teacher.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

ENGLISH YEAR 10

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

English in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative. Students are expected to engage in a range of speaking, listening, writing and reading activities as a part of this subject.

ASSESSMENT

Assessment in English is based upon the achievement standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

ENGLISH EAL YEAR 10

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT

EAL in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts. students also speak and listen in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative.

ASSESSMENT

Assessment in EAL is based upon the achievement standards of the Australian Curriculum: English. Where it is deemed appropriate to assess an EAL student against a lower standard, parents will be consulted.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students must qualify to be part of a specialist EAL class. They must either speak an additional language, or be immersed in it at home through their families or guardians

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

Introduction3
 The Australian Curriculum (AC)4
 South Australian Certificate of Education (SACE)5
 Year 7 at Underdale High School.....6
 English as an Additional Language (EAL) Support7
 Inclusive Learning8
 Specialised Programs
 Automotive9
 Football Academy10
 Co-curricular Opportunities.....12
 VET & Pathways Beyond School15
 Curriculum Overview17
 Curriculum Details
 English/EAL.....20
 Health and Physical Education26
 Football Academy.....31
 Humanities and Social Sciences33
 Languages.....39
 Mathematics.....43
 Science48
 Technologies53
 Design Technology.....55
 Digital Technology59
 Food and Textiles Technology60
 The Arts64
 Performing Arts - Drama65
 Performing Arts - Music.....67
 Performing Arts - Dance.....69
 Media - Photography & Film.....71
 Visual Arts73
 Exploring and Activating Identities and Futures (AIF).....76
 Career and Work Education77
 Mentoring Program78

INTENSIVE LITERACY YEAR 10

LENGTH
Semester/Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
Intensive Literacy supplements and extends on the students' English or EAL learning to support their success across all their subjects. This is achieved through strategies that develop a range of essential skills, with a particular focus on oral language in the classroom and subject vocabulary.

ASSESSMENT
Assessment in Intensive Literacy is based upon the achievement standards and literacy progressions of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended for this class by their English/EAL teacher.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

INTENSIVE LITERACY STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
Intensive Literacy supplements English or Essential English EAL, through strategies that develop essential skills, with a focus on oral language and subject vocabulary, to support students across all their subjects. Students with low literacy levels qualify for this class.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended for this class by their English/EAL teacher.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

ENGLISH STAGE 1

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study – Students connect two or more texts in relation to other texts: To the context in which each text was generated OR To the context in which each text is read or viewed. Could be either a response to text, or a created text. An intertextual study is completed in each semester.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
B or higher at Y10 or with teacher recommendation.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

ESSENTIAL ENGLISH STAGE 1

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

ENGLISH / EAL

ESSENTIAL ENGLISH (EAL) STAGE 1

LENGTH

Full Year

CONTACT PERSON

English/EAL Leader

CONTENT

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Teachers plan with the needs of EAL students in mind and work with students to support the achievement of their goals.

ASSESSMENT

Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

ENGLISH LITERARY STUDIES STAGE 1

LENGTH

Full Year

CONTACT PERSON

English/EAL Leader

CONTENT

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study – Students connect two or more texts in relation to other texts: To the context in which each text was generated OR To the context in which each text is read or viewed. Could be either a response to text, or a created text. An intertextual study is completed each semester.

Teachers plan with a specific focus on literature and an emphasis on analysis to support students in preparing for Stage 2 English Literary Studies.

ASSESSMENT

Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS

B or Higher at Year 10 or with a Teacher recommendation.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.



Introduction3
 The Australian Curriculum (AC)4
 South Australian Certificate of Education (SACE)5
 Year 7 at Underdale High School.....6
 English as an Additional Language (EAL) Support7
 Inclusive Learning8
 Specialised Programs
 Automotive9
 Football Academy10
 Co-curricular Opportunities.....12
 VET & Pathways Beyond School15
 Curriculum Overview17
 Curriculum Details
 English/EAL.....20
 Health and Physical Education26
 Football Academy.....31
 Humanities and Social Sciences33
 Languages.....39
 Mathematics.....43
 Science48
 Technologies53
 Design Technology.....55
 Digital Technology59
 Food and Textiles Technology60
 The Arts64
 Performing Arts - Drama65
 Performing Arts - Music.....67
 Performing Arts - Dance.....69
 Media - Photography & Film.....71
 Visual Arts73
 Exploring and Activating Identities and Futures (AIF).....76
 Career and Work Education77
 Mentoring Program78

ENGLISH STAGE 2

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%)

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts for a range of purposes, and a writer’s statement that reflects on the varying text types.

External Assessment: Comparative Essay (30%) – Students complete a written comparative analysis of two texts of their own choosing.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

CURRICULUM CHARGES
\$20 will be charged for subsidised excursions or when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

ESSENTIAL ENGLISH STAGE 2

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%)

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.

External Assessment: Language Study (30%) – Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended to have achieved a B or higher in Stage 1 Essential English or Stage 1 Essential English (EAL). Students who do not achieve a B or higher are not recommended.

CURRICULUM CHARGES
\$20 will be charged for subsidised excursions or when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

ESSENTIAL ENGLISH (EAL) STAGE 2

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%):

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.

External Assessment (30%):
Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

ASSESSMENT
Assessment in English is based upon the achievement standards of the SACE.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended to have achieved a B or higher in Stage 1 Essential English or Stage 1 Essential English EAL.

CURRICULUM CHARGES
\$20 will be charged for subsidised excursions or in when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

ENGLISH LITERARY STUDIES STAGE 2

LENGTH
Full Year

CONTACT PERSON
English/EAL Leader

CONTENT
The subject focuses on the analysis and creation of literature.

School Assessment (70%):

Responding to Texts (50%) – Students produce up to five responses to a range of texts: extended prose, film, drama and poetry.

Creating Texts (20%) – Students create two texts; a transformative piece with on accompanying writer’s statement, and a piece chosen by the teacher.

External Assessment (30%):

Comparative Text Study (15%) Students complete a written comparative analysis of two texts, one from their responding to texts, and one of their own choosing.

Critical Reading Exam (15%) – a 90 minute examination, critical reading of an unseen text.

ASSESSMENT
Assessment is based upon the performance standards of the SACE.

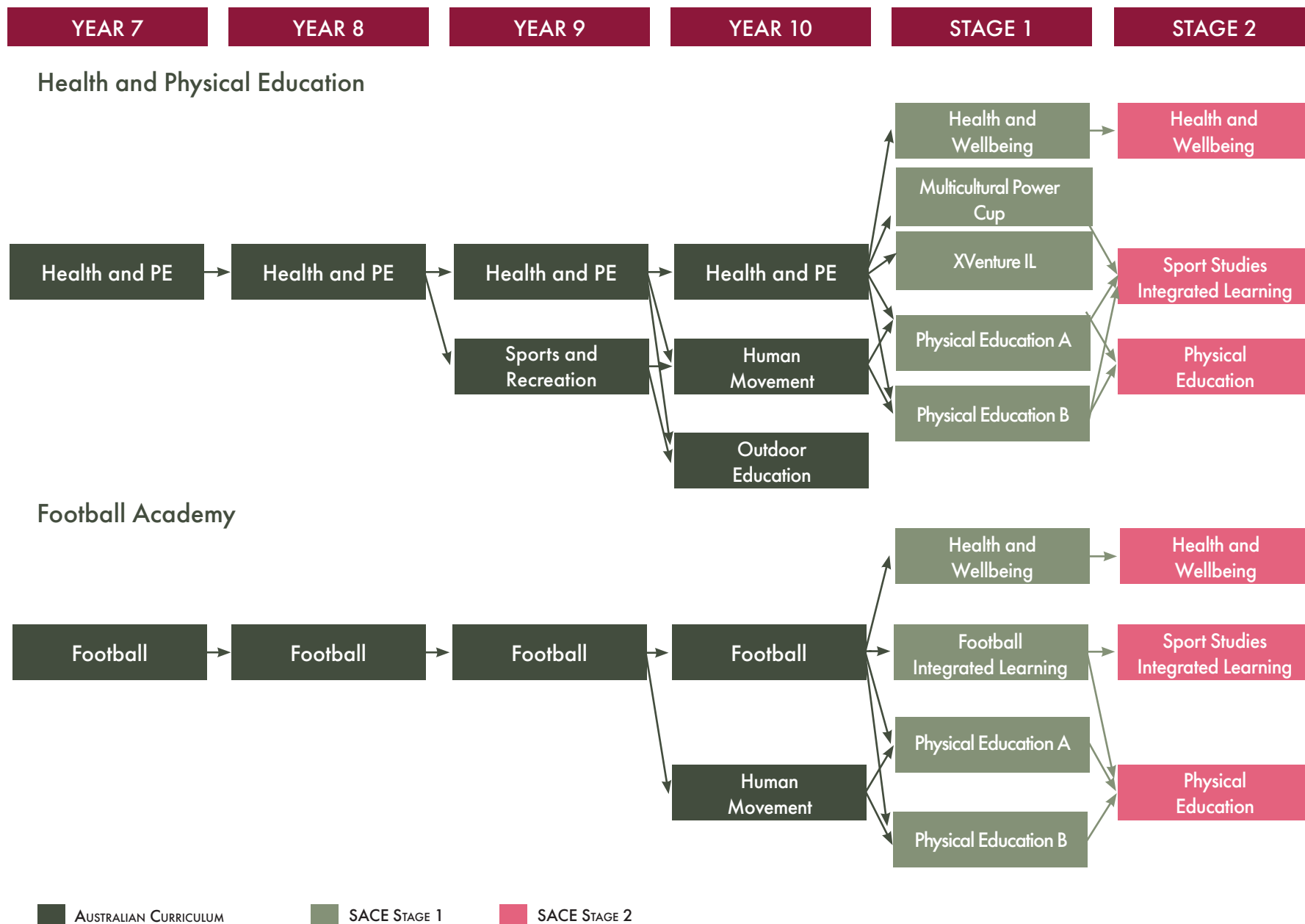
PRE-REQUISITE / SPECIAL REQUIREMENTS
Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

CURRICULUM CHARGES
\$20 will be charged for subsidised excursions or when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

HEALTH AND PHYSICAL EDUCATION

- Introduction3
- The Australian Curriculum (AC)4
- South Australian Certificate of Education (SACE)5
- Year 7 at Underdale High School.....6
- English as an Additional Language (EAL) Support7
- Inclusive Learning8
- Specialised Programs9
 - Automotive9
 - Football Academy10
 - Co-curricular Opportunities.....12
- VET & Pathways Beyond School15
- Curriculum Overview17
- Curriculum Details
 - English/EAL.....20
 - Health and Physical Education26
 - Football Academy.....31
 - Humanities and Social Sciences33
 - Languages.....39
 - Mathematics.....43
 - Science48
 - Technologies53
 - Design Technology.....55
 - Digital Technology59
 - Food and Textiles Technology60
 - The Arts64
 - Performing Arts - Drama65
 - Performing Arts - Music.....67
 - Performing Arts - Dance69
 - Media - Photography & Film.....71
 - Visual Arts73
- Exploring and Activating Identities and Futures (AIF).....76
- Career and Work Education77
- Mentoring Program78



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HEALTH AND PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION YEAR 7

LENGTH
Year 7 Full Year

CONTACT PERSON
Health and Physical Education Leader

CONTENT
The focus areas to be addressed include, but are not limited to:
alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

ASSESSMENT
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

HEALTH & PHYSICAL EDUCATION YEAR 8

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
The focus areas to be addressed include, but are not limited to:
alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

ASSESSMENT
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

HEALTH & PHYSICAL EDUCATION YEAR 9

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
The focus areas to be addressed in Year 9 include, but are not limited to:
alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

ASSESSMENT
There are practical and theoretical assessment tasks. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.
Tasks are assessed according to ACARA (Australian Curriculum Assessment and Reporting Authority). There are practical and theoretical assessment tasks which give students an opportunity to demonstrate development of the Year 9 and 10 Achievement Standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

SPORTS AND RECREATION YEAR 9

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
The focus areas to be addressed include, but are not limited to: health benefits of physical activity, safety, challenge and adventure activities, games and sports, lifelong physical activities.

ASSESSMENT
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movements associated with Recreational type sports. This could include: table tennis, golf, 10 pin bowling and bush walking. Achievement may be demonstrated for example by: essays, tests, posters, reflections presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students in the Football program are not permitted to study this course. Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES
There will be some additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HEALTH AND PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION YEAR 10

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT

The focus areas to be addressed in Year 10 include, but are not limited to: performance enhancing drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

ASSESSMENT

There are practical and theoretical assessment tasks. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

Tasks are assessed according to ACARA (Australian Curriculum Assessment and Reporting Authority). There are practical and theoretical assessment tasks which give students an opportunity to demonstrate development of the Year 9 and 10 Achievement Standards of the Australian Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

HUMAN MOVEMENT YEAR 10

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT

The course is tailored to better prepare students for Stage 1 & 2 PE, as well as inspiring them to follow this pathway into higher education and ultimately, as a career. The course aims to expose students to career pathways in the Sports Science field, including: Personal Training, Biomechanics, Strength and Conditioning, Physiotherapy, Coaching and PE teaching.

The following topics will be covered: Fitness Components (theory and practical based), Training Principles and Methods (theory and practical based), Responses to acute exercise and associated testing, Musculoskeletal names and functions, Stages of learning.

ASSESSMENT

Students will complete formative and summative tasks in both small groups and individual scenarios to assess knowledge and understanding of practical and theoretical concepts. Students will also undertake an end of Semester Exam.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE uniform or Football Academy uniform. It is expected that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES

Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

OUTDOOR EDUCATION YEAR 10

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT

This course intends to expose students to the world of alternative sports and recreational activities, which may include mountain bike riding, bush walking, kayaking, group dynamics activities and local camping. Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health. Students will develop and apply risk management skills whilst being responsible for both themselves and those within a group setting.

ASSESSMENT

Planning stage for camps and excursions (risk assessments, environmental investigation) 40%

Active engagement and participation in activities 30%

Group dynamics roles and responsibilities (individual and group) 30%

PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE uniform or Football Academy uniform. It is expected that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

CURRICULUM CHARGES

Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

STATIONARY REQUIREMENTS

- Not Applicable.



CONTENTS

HEALTH AND PHYSICAL EDUCATION

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education.....	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

PHYSICAL EDUCATION A/B STAGE 1

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Tasks on Performance Improvement and Physical Activity focus on Skill Acquisition, Biomechanics, and Exercise Physiology. Students will gain knowledge by engaging in physical activities and performing laboratory tasks like Fitness Testing, Games Analysis, and Performance Analysis. Activities will include sports such as Team Handball, Volleyball, Badminton, Softball, and Futsal.
Physical Activity Investigation: Students analyse data and reflect on factors that hinder or encourage participation in sport. This will be done through modified sports chosen from but not limited to: Fast 5 Netball, AFL 9's, 3x3 Basketball or Tchoukball.

ASSESSMENT
Students should provide evidence of their learning through two or three assessments. Each assessment type should have a weighting of at least 20%.
Assessment Type 1: Performance Improvement. One or Two Assignments the equivalent of 1000 words each.
Assessment Type 2: Physical Activity Investigation. One or Two Assignments the equivalent of 1000 words each.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 PE course. Underdale PE uniform or Football Academy uniform.

CURRICULUM CHARGES
Additional costs involved with excursions will be collected when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

XVENTURE II STAGE 1

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Course Focuses on developing leadership qualities, emotional intelligence (resilience) and team building skills through the lens of Basketball, supported by an online program designed by the Adelaide 36ers.

ASSESSMENT
Leadership 25%
Basketball Unit 25%
Worksheets/Quizzes 25%
Connections Task 25%

CURRICULUM CHARGES
\$50.

STATIONARY REQUIREMENTS
• Not Applicable.

MULTICULTURAL POWER CUP STAGE 1

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Course focuses on gaining a greater understanding of and appreciation for the diverse range of cultures at school and in our community.
Topics include:
Power Intercultural Cup
Intercultural Guernsey Design Harmony Day Activation
Cultural Awareness Investigation of self, peer and Indigenous Australians.

Topics include:
Power Intercultural Cup
Intercultural Guernsey Design Harmony Day Activation
Cultural Awareness Investigation of self, peer and Indigenous Australians.

ASSESSMENT
40% Personal Venture: Guernsey Design and Harmony Day Activation

30% Connections and Cultural Awareness Podcast

30% Practical Exploration: Participation in Power Intercultural Cup and sports including AFL 9s, Gaelic Football and Team Handball

PRE-REQUISITE / SPECIAL REQUIREMENTS
Interest in Intercultural Understanding and successful completion of Year 10 HPE. Underdale PE or Football Academy uniform.

CURRICULUM CHARGES
None.

STATIONARY REQUIREMENTS
• Not Applicable.

HEALTH AND WELLBEING STAGE 1

LENGTH
Semester

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Teachers select from the concepts of Health Literacy, Health Determinants, Social Equity, and Health Promotion. These may be considered through the lens of individual and global contexts.

ASSESSMENT
Assessment at Stage 1 is school-based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.
Assessment Type 1: Practical Action - Two tasks 60%.
Assessment Type 2: Inquiry - One task 40%.

Students provide evidence of their learning through three assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of at least 20%.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
A4 Display folder with 20 refillable pockets. Work pad A4 50 leaf ruled and punched.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION STAGE 2

LENGTH
Full Year

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Students develop knowledge and understanding of sports science concepts including: Exercise Physiology, Skill Acquisition and Biomechanics through participation in and analysis of sports including: Basketball, Team Handball, Volleyball, Badminton, Netball and Futsal.

ASSESSMENT
School Assessment (70%)

- Assessment Type 1: 2 x Diagnostic Tasks (30%)
- Assessment Type 2: Improvement Analysis (40%)

 External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

PRE-REQUISITE / SPECIAL REQUIREMENTS
An A or B grade in Stage 1 PE or via HPE Leader recommendation. Keen interest in both practical and theoretical aspects of sport, physical activity and fitness. Underdale PE or Football Academy uniform.

CURRICULUM CHARGES
\$60 for Essentials Workbook.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

HEALTH AND WELLBEING STAGE 2

LENGTH
Full Year

CONTACT PERSON
Health and Physical Education Leader

CONTENT
Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

ASSESSMENT
Assessment Task 1: Individual and Collaborative task 40%
Assessment Task 2: Folio - Two tasks 30%
Assessment Task 3: Inquiry - Externally Assessed 30%

PRE-REQUISITE / SPECIAL REQUIREMENTS
An A or B in Stage 1 Health, or HPE Leader recommendation.

CURRICULUM CHARGES
There may be costs involved with excursions, specialist instructors, bus hire etc which will be collected when required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

FOOTBALL ACADEMY

FOOTBALL YEAR 7

LENGTH
Full Year

CONTACT PERSON
Football Leader

CONTENT
Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

ASSESSMENT
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement in football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Interested participants are required to submit an application form and participate in a selection trial. In Year 8 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

CURRICULUM CHARGES
\$120 plus an additional cost for residential camp in Semester 1.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

FOOTBALL YEAR 8

LENGTH
Full Year

CONTACT PERSON
Football Leader

CONTENT
Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

ASSESSMENT
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement in football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Interested participants are required to submit an application form and participate in a selection trial. In Year 8 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

CURRICULUM CHARGES
\$120 plus an additional cost for residential camp in Semester 1.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

FOOTBALL YEAR 9

LENGTH
Full Year

CONTACT PERSON
Football Leader

CONTENT
Practical Component: Functional game skills, possession games and training games. Futsal focus Unit. Dynamic Stretching and Core Stability Exercises. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality. Fitness components: safety and sport injuries.

ASSESSMENT
There are practical and theoretical assessment tasks which give students an opportunity to demonstrate that they are developing the Year 9 and 10 Achievement Standards of the Australian Curriculum, through Football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Interested participants are required to have successfully completed the Year 8 football course. New students are required to submit an application form and participate in a selection trial. In Year 9 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

CURRICULUM CHARGES
\$120 plus an additional cost for residential camp in Semester 1.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

FOOTBALL YEAR 10

LENGTH
Full Year

CONTACT PERSON
Football Leader

CONTENT
This course has a football (soccer) focus, covering, playing, refereeing, analysing and organisation of tournaments, facilities and equipment. Injury prevention, nutrition and football conditioning. There will also be a Futsal focus Unit. This course runs in conjunction with the Personal Learning Plan (PLP). For further information about the PLP course, please see the PLP individual descriptor.

ASSESSMENT
There are practical and theoretical assessment tasks which give students an opportunity to demonstrate that they are developing the Year 9 and 10 Achievement Standards of the Australian Curriculum, through Football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews, practical performance and completion of referee course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Interested participants are required to have successfully completed the Year 9 football course. New students are required to submit an application form and participate in a selection trial. All Football Academy students are required to have the school Football uniform.

CURRICULUM CHARGES
\$120.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

FOOTBALL ACADEMY

FOOTBALL (INTEGRATED LEARNING) STAGE 1

LENGTH
Full Year

CONTACT PERSON
Football Leader

CONTENT

This subject has a school-based assessment component and an external assessment component. A set of school-based assessments are designed to enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. Topics include: Futsal focus Unit, Advanced 1-4-3-3 game training, Individual training, and Planning, Preparing and implementing a Primary School Football and Futsal Carnival.

ASSESSMENT

Practical Performance 40%
Connections 40%
Personal Venture 20%

PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested students are required to have successfully completed the Year 10 football course. New students must complete the application which will be assessed by the football manager. All participants in this program will have displayed a high level of interest in playing and studying football. All Football Academy students are required to have the school Football uniform.

CURRICULUM CHARGES
\$120.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

SPORT STUDIES (INTEGRATED LEARNING) STAGE 2

LENGTH
Full Year

CONTACT PERSON
Health and Physical Education Leader

CONTENT

In this subject, students are expected to develop the knowledge, skills, and understanding through a variety of sports and activities. Students will specifically: Develop and apply knowledge, concepts, and skills for a purpose. Extend and apply one or more capabilities. Explore, analyse, and evaluate concepts, ideas, and skills from different perspectives. Work collaboratively with others. Communicate ideas and informed opinions. Develop self-awareness by evaluating progress in learning.

ASSESSMENT

Practical Inquiry (40%)
Connections (30%)

External Assessment
Personal Endeavour (30%)

Students undertake one project. They select an aspect of personal interest for individual focused development.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested students are required to have successfully completed the Stage 1 Football or Physical Education course. All students are required to have the school Football or PE uniform.

CURRICULUM CHARGES

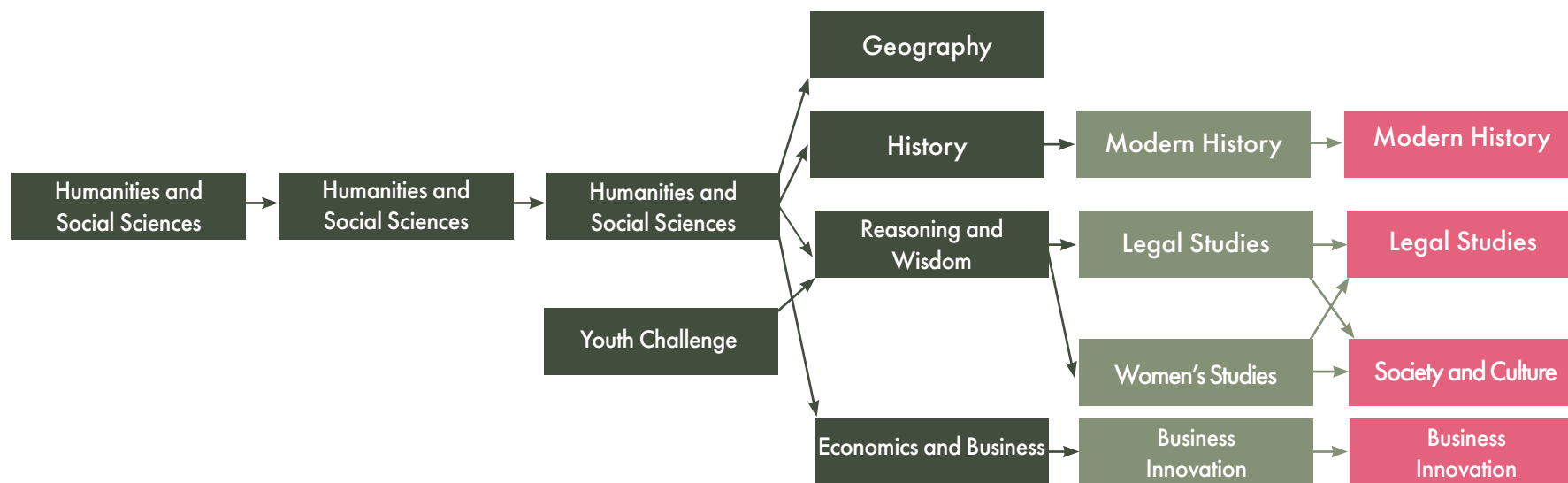
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.



YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES YEAR 7

LENGTH
Full Year

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students study human behaviour and interaction in social, cultural, environmental, business, legal and political contexts. Inquiry questions help them develop knowledge and understand global issues, building their ability to be active and informed citizens who engage in the world. They develop a sense of wonder, curiosity and respect for places, people, cultures and systems through the world as it is and present, and an interest in and enjoyment of the study of these phenomena.

ASSESSMENT
Assessment of learning allows students to demonstrate their ability to think critically and creatively, develop questions to frame an inquiry, select, examine and acknowledge a range of sources and create descriptions, explanations and arguments.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

HUMANITIES AND SOCIAL SCIENCES YEAR 8

LENGTH
Full Year

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students learn about human behaviour and interactions in different contexts, including social, cultural, environmental, economic, business, legal and political areas, with a historical and contemporary focus. They use inquiry questions to help them understand the world we live in, and how they can be active, informed citizens. Students explain important knowledge about history, geography, civics, business and economics, covering people, places, values and systems from local to global perspectives.

ASSESSMENT
Assessment for learning is continuous. Assessment of learning allows students to demonstrate the ability to problem-solve critically and creatively, develop questions to frame an inquiry, select, explain and acknowledge a range of sources and create descriptions, explanations and arguments incorporating analysis.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

HUMANITIES AND SOCIAL SCIENCES YEAR 9

LENGTH
Full Year

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students explore human behaviour and interactions across social, cultural, environmental, economic, business, legal and political contexts, considering future challenges. They have opportunities to become active, informed citizens who understand and engage with the world, exploring their own perspectives and those of others. Students develop an understanding and appreciation of historical events, geographic phenomena, civic values and economic factors that shape society, influence sustainability.

ASSESSMENT
Assessment for learning is continuous. Assessment of learning allows students to demonstrate the ability to problem-solve critically, develop a range of questions to frame an inquiry, select, explain and acknowledge a range of sources and create descriptions, explanations and arguments incorporating interpretations and analysis.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

YOUTH CHALLENGE YEAR 9

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students engage in a series of challenges that guide them through key stages, empathy, problem definition, ideation, validation, prototyping and presentation of early stage ideas. By participating in these activities, students will develop critical thinking, creativity and problem solving skills.

Additionally, students will have the opportunity to participate in quarterly nationwide design challenges, fostering a sense of community and real-world application of their skills. This hands-on, interactive course aims to inspire innovative solutions and active engagement with contemporary issues.

ASSESSMENT
Students will be assessed on their level of knowledge and skills in a variety of tasks such as investigations, pitching and sharing your solutions.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education.....	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HUMANITIES AND SOCIAL SCIENCES

HISTORY YEAR 10

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students study the history of the modern world and Australia from 1918 to the present. They examine political turmoil, global conflicts and international cooperation to understand Australia's development, its role in the Asia-Pacific region, and its global standing. Students will develop skills in chronological sequencing, using historical terms and concepts, conducting historical inquiries with relevant sources and identifying and analysing different perspectives of the past. They will also learn to effectively communicate their ideas, opinions and experiences.

ASSESSMENT
Students will be assessed on their level of knowledge and skills in a variety of tasks such as research assignments, source analysis and oral/video presentations.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

ECONOMICS AND BUSINESS YEAR 10

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored. Students analyse factors that influence consumer and financial decisions and explain the short- and long-term effects of these decisions. Students examine the responses of business to changing economic conditions and improve productivity, including the way they manage their workforce. They will develop their ability to create questions and hypotheses, gather relevant and reliable data and information and present reasoned arguments and evidence-based conclusions.

ASSESSMENT
Students will be assessed on their level of knowledge and skills in a variety of tasks such as sharemarket games (allowing students to create a virtual portfolio and experience of investing in the stock market), oral presentations and research assignments.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

GEOGRAPHY YEAR 10

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students engage in a series of challenges that guide them through key stages, empathy, problem definition, ideation, validation, prototyping and presentation of early stage ideas. By participating in these activities, students will develop critical thinking, creativity and problem solving skills. Additionally, students will have the opportunity to participate in quarterly nationwide design challenges, fostering a sense of community and real-world application of their skills. This hands-on, interactive course aims to inspire innovative solutions and active engagement with contemporary issues.

ASSESSMENT
Students will be assessed on their level of knowledge and skills in a variety of tasks such as investigations, pitching and sharing your solutions.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

REASONING AND WISDOM YEAR 10

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students explore issues that spark different opinions about the world and how we should act. Through the investigation of these issues, students develop critical reasoning skills, learning how to analyse arguments and understand reasoning. Students will become creative and independent thinkers who can explain and support their ideas with strong arguments, preparing them to handle complex ideas and contribute thoughtfully to meaningful conversations.

ASSESSMENT
Students will be assessed on their level of knowledge and skills in a variety of tasks such as inquiries, presentations, discussions and debates.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS
Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HUMANITIES AND SOCIAL SCIENCES

MODERN HISTORY STAGE 1

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students explore key events from 1918 to the present, focusing on political changes, global conflicts, and international cooperation. They examine the processes of imperialism, revolution, and decolonisation, and how they have shaped the modern world. Through the use of historical sources and different perspectives, students develop skills in critical thinking, research and effective communication.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types.

- Folio
- Source/Analysis
- Historical Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

BUSINESS INNOVATION STAGE 1

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students gain an understanding of how to engage in business in the modern world. Students will consider the challenges and opportunities associated with starting up a new business. Considering how new emerging technologies may present opportunities to enhance current business models and analyse their proposed impact on a local and global scale based on complex real world problems, which are identified, iterated, tested and communicated providing viable business solutions.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Value Proposition Canvas
- Annotated Business Plan Timeline
- Infographic
- Business Pitch

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

LEGAL STUDIES STAGE 1

LENGTH
Semester

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students examine the Australian legal system and gain an understanding of law making, dispute resolution and the administration of justice. They read about, analyse and debate contemporary issues. Student enhance their employment skills through solving problems, thinking ethically and taking initiative. They will work collaboratively to demonstrate their understanding of court hearings through a 'mock trial'.
The compulsory unit is Law and Society. Students will study a minimum of two other units from a selection of focus areas: Young people and the Law, Relationships and the Law, Justice and Society, Sport, the Environment, Technology, Refugees and Asylum Seekers and the Law, or other topics of interest.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types.

- Folio
- Oral Presentation
- Issues study

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

WOMEN'S STUDIES STAGE 1

LENGTH
Semester (10 Stage 1 credit)

CONTACT PERSON
Humanities and Social Sciences Leader

CONTENT
Students explore the world through diverse gender perspectives, examining different experiences and how people are portrayed in culture. They learn how gender identity shapes individual lives and societal expectations. Using an interdisciplinary approach, the course investigates how ideas about gender influence various areas of knowledge and society, often valuing certain qualities over others. Students analyse gender stereotypes and identities, gaining a deeper understanding of these issues. This course invites all students to discover new perspectives and think critically about gender in our world.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Cultural texts analysis, such as television programs, films, advertisements, magazines, video clips
- Issues study

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

HUMANITIES AND SOCIAL SCIENCES

MODERN HISTORY STAGE 2

LENGTH
Full Year

CONTACT PERSON
HASS Leader

CONTENT

Students will gain knowledge and understanding of the history of Europe and the wider world, and of the fundamental concepts of time, change, continuity and causation. They will choose and produce an independent research study.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types.

School Assessment: (70%)

- Historical Skills (50%)
- Historical Study (20%)

External Assessment (30%)

- Examination(30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Students may purchase a Revision Guide for approximately \$30.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

BUSINESS INNOVATION STAGE 2

LENGTH
Full Year

CONTACT PERSON
HASS Leader

CONTENT

Students gain an understanding in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

ASSESSMENT

Assessment at Stage 2 is school based. Students demonstrate evidence of their learning through the following assessment types:

School Assessment: (70%)

- Business Skills (50%)
- Business Model (20%)

External Assessment (30%)

- Business Plan and Pitch (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

LEGAL STUDIES STAGE 2

LENGTH
Full Year

CONTACT PERSON
HASS Leader

CONTENT

Students will learn about the Australian legal system, how laws are made and how they control interactions between people, institutions and government. They will be expected to take a critical view of the legal system as well as understanding its strengths. Strong literacy and critical thinking skills are highly recommended.

Topics:

- Sources of Law
- Dispute Resolution
- The Constitution OR When Rights Collide

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

- Folio (40%)
- Inquiry (30%)

External Assessment (30%)

- Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

SOCIETY AND CULTURE STAGE 2

LENGTH
Full Year

CONTACT PERSON
HASS Leader

CONTENT

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups. They will develop the ability to influence their own future, by developing skills, values and understandings that enable effective participation in contemporary society.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types.

School Assessment: (70%)

- Folio (50%)
- Interaction (20%)

External Assessment (30%)

- Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Not Applicable.

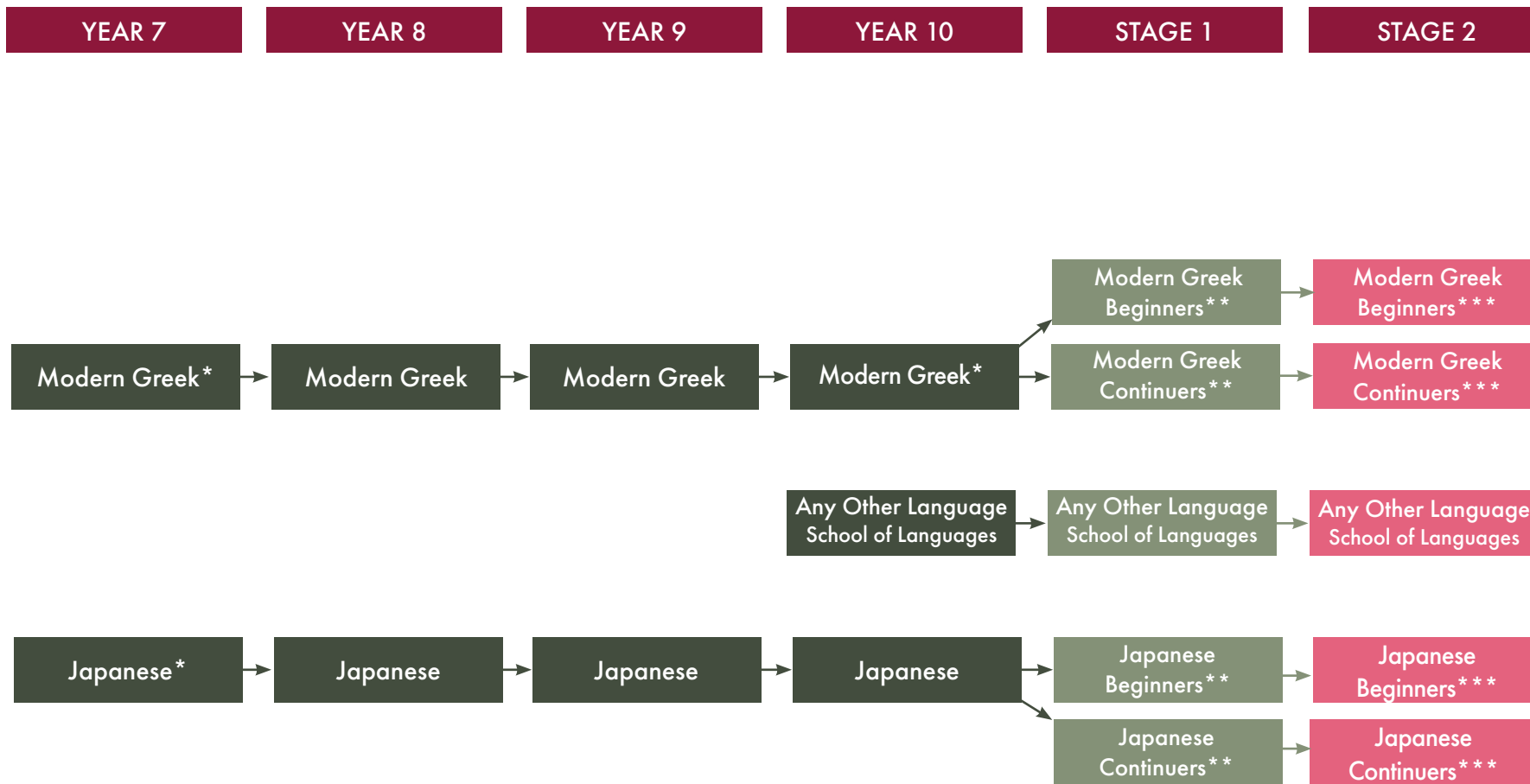
STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

CONTENTS

LANGUAGES

- Introduction3
- The Australian Curriculum (AC)4
- South Australian Certificate of Education (SACE)5
- Year 7 at Underdale High School.....6
- English as an Additional Language (EAL) Support7
- Inclusive Learning8
- Specialised Programs
 - Automotive9
 - Football Academy10
 - Co-curricular Opportunities.....12
- VET & Pathways Beyond School15
- Curriculum Overview17
- Curriculum Details
 - English/EAL.....20
 - Health and Physical Education26
 - Football Academy.....31
 - Humanities and Social Sciences33
 - Languages.....39
 - Mathematics.....43
 - Science48
 - Technologies53
 - Design Technology.....55
 - Digital Technology59
 - Food and Textiles Technology60
 - The Arts64
 - Performing Arts - Drama65
 - Performing Arts - Music.....67
 - Performing Arts - Dance69
 - Media - Photography & Film.....71
 - Visual Arts73
- Exploring and Activating Identities and Futures (AIF).....76
- Career and Work Education77
- Mentoring Program78



Please note Year 7 students must do a Term of Japanese and a Term of Modern Greek over the period of a semester.

* Subject to the numbers of students enrolled
 ** Subject to the numbers of students enrolled
 *** Subject to the numbers of students enrolled

AUSTRALIAN CURRICULUM SACE STAGE 1 SACE STAGE 2

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

LANGUAGES

MODERN GREEK YEAR 7

LENGTH
Term (Compulsory)

CONTACT PERSON
Languages Leader

CONTENT
Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

ASSESSMENT
Year 7 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

MODERN GREEK YEAR 8

LENGTH
Semester / Full Year

CONTACT PERSON
Languages Leader

CONTENT
Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

ASSESSMENT
Year 8 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS
For students who have studied Modern Greek in Year 7.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

MODERN GREEK YEAR 9

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible topics include: Geography & History, Literature, Music & Arts, Festivals and Holidays, Important dates, Famous People, My School, Family and Friends , Health and the Body, Clothing & Shopping, My House, Greek Cuisine, Hobbies and Leisure Time, Time, Seasons and Weather, My Neighbourhood, Christmas and New Year Celebrations.

ASSESSMENT
Year 9 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks

PRE-REQUISITE / SPECIAL REQUIREMENTS
For students who have studied Modern Greek in Year 8.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.

MODERN GREEK YEAR 10

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include: School Life and Relationships, Aspirations for the Future, Entertainment, Daily Routine, The Changing World, Travel and Holidays, Youth Issues, The Environment, Greek Migration to Australia, Festivals and Celebrations.

ASSESSMENT
Year 10 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS
For students who have studied Modern Greek in Year 9.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

LANGUAGES

MODERN GREEK - BEGINNERS STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Greek house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT
Modern Greek is assessed against the SACE performance standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the lanuage at Stage 1.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

MODERN GREEK - CONTINUERS STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Greek house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT
Modern Greek is assessed against the SACE performance standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students have studied Greek at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 1 Continuers.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

MODERN GREEK - BEGINNERS STAGE 2

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Greek house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT
Modern Greek is assessed against the SACE performance standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the lanuage at Stage 2.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

MODERN GREEK - CONTINUERS STAGE 2

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Greek house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT
Modern Greek is assessed against the SACE performance standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students have studied Greek at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 2 Continuers.

CURRICULUM CHARGES
There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS
• Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

LANGUAGES

JAPANESE YEAR 7

LENGTH
Term (Compulsory)

CONTACT PERSON
Languages Leader

CONTENT

The focus of language learning is on communicating in the target language. Students will learn through the key elements of oral interaction, reading and responding and writing. Closely connected will be the understanding between language and its cultural context.

Possible themes or topics include:

- Japanese Alphabet Sounds
- Greetings & Self-introduction
- Permissions & Consent, Classroom Instructions
- School life (study subjects, classroom objects)
- Me and My Family (activities, likes, adjective to describe personalities.)
- Japanese Annual Events & Festivals.
- Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites.

ASSESSMENT

Year 7 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE YEAR 8

LENGTH
Semester / Full Year

CONTACT PERSON
Languages Leader

CONTENT

The focus of language learning is on communicating in the target language. Students will learn through oral interaction. Teaching and learning will focus on connections between language and its cultural context.

Possible themes or topics include:

- Hiragana Script
- Greetings & Self-introduction
- Permissions & Consent, Classroom Instructions
- Me and My Family
- Numbers and Counters (people & animals)
- School Life (study subjects, classroom objects)

ASSESSMENT

Year 8 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS

For students who have studied Japanese in Year 7.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

Lined book with margin.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE YEAR 9

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible topics include: Hiragana, Katakana and Kanji, School Life, Describing My Family (physical appearance, personalities, clothes, Health and Sickness, Seasons and Weather, Home Life (House items, Hobbies, Interests, Free Time, Daily routine), Around Town (Map, Shopping, Food, Outing arrangements), Travel (tourist spots & icons, transport, local festivals & events, food, products), Customs and Traditions & Etiquette.

Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites

ASSESSMENT

Year 9 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS

For students who have studied Japanese in Year 8.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE YEAR 10

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics from textbook Gakko Siekatsu include:

Term 1, Revision of Scripts , Holidays, School Life
Term 2, Shopping, Daily Routine, Travel to Japan.
Term 3, Celebrations and Festivals, Family, Outings
Term 4, Clothing, Physical Appearance, Housing.

ASSESSMENT

Year 10 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

PRE-REQUISITE / SPECIAL REQUIREMENTS

For students who have studied Japanese in Year 9.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

LANGUAGES

JAPANESE - BEGINNERS STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Japanese house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT

Japanese is assessed against the SACE Performance Standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE - CONTINUERS STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Japanese house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT

Japanese is assessed against the SACE Performance Standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students have studied Japanese at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 1 Continuers.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE - BEGINNERS STAGE 2

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Japanese house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT

Japanese is assessed against the SACE Performance Standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 2.

CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

JAPANESE - CONTINUERS STAGE 2

LENGTH
Semester/Full Year

CONTACT PERSON
Languages Leader

CONTENT
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:

- Greetings
- Introducing self and family
- Describing family members and friends
- Likes and dislikes
- Talking about birthdays
- Shopping
- Telling the time
- Eating out
- Your house and Japanese house
- Daily routines and activities at home
- Neighbourhoods
- Asking and giving directions
- Health and sickness

ASSESSMENT

Japanese is assessed against the SACE Performance Standards.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students have studied Japanese at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 2 Continuers.

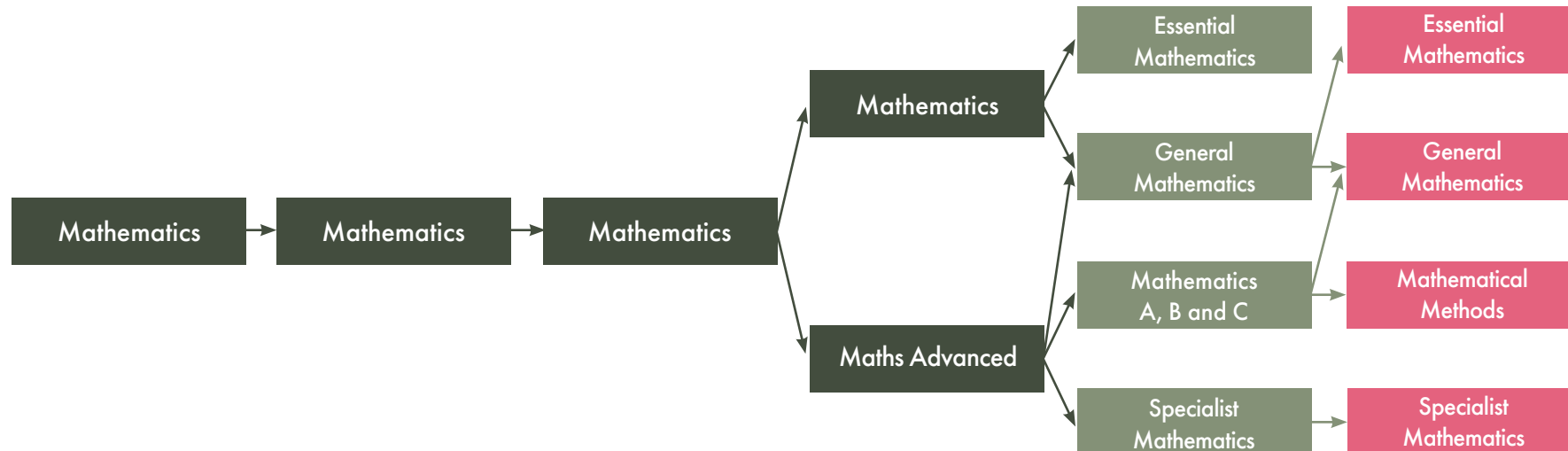
CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

STATIONARY REQUIREMENTS

- Exercise book A4 8mm 96 page.

YEAR 7 YEAR 8 YEAR 9 YEAR 10 STAGE 1 STAGE 2



Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive.....9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

CONTENTS

MATHEMATICS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MATHEMATICS YEAR 7

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm celco
- Compass micador graduated 140mm safety #350

MATHEMATICS YEAR 8

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm celco
- Compass micador graduated 140mm safety #350

MATHEMATICS YEAR 9

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

ASSESSMENT

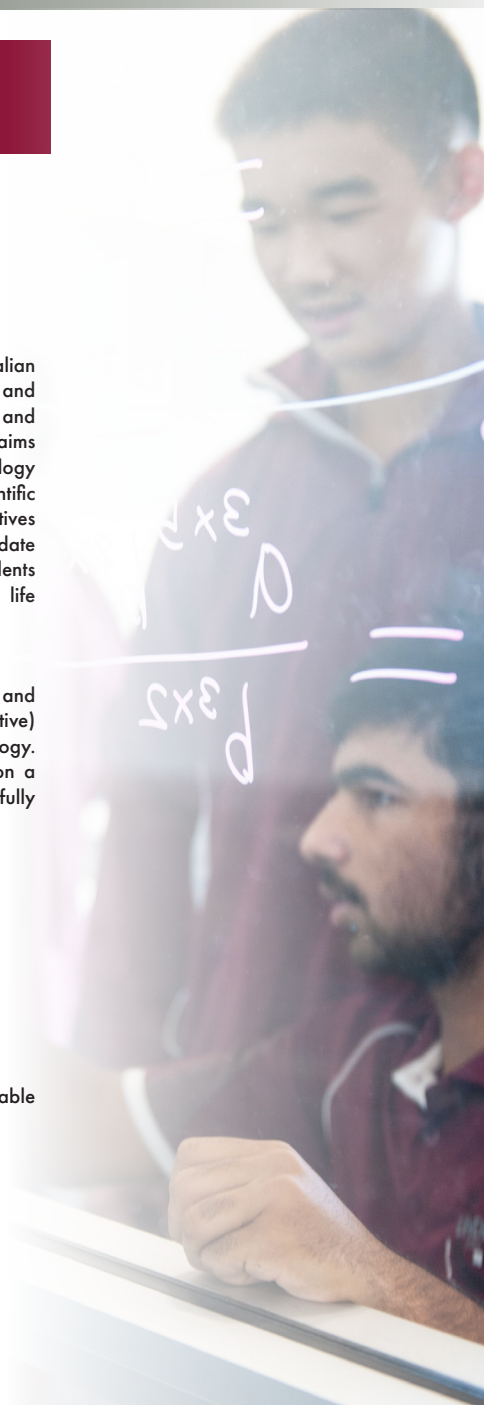
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

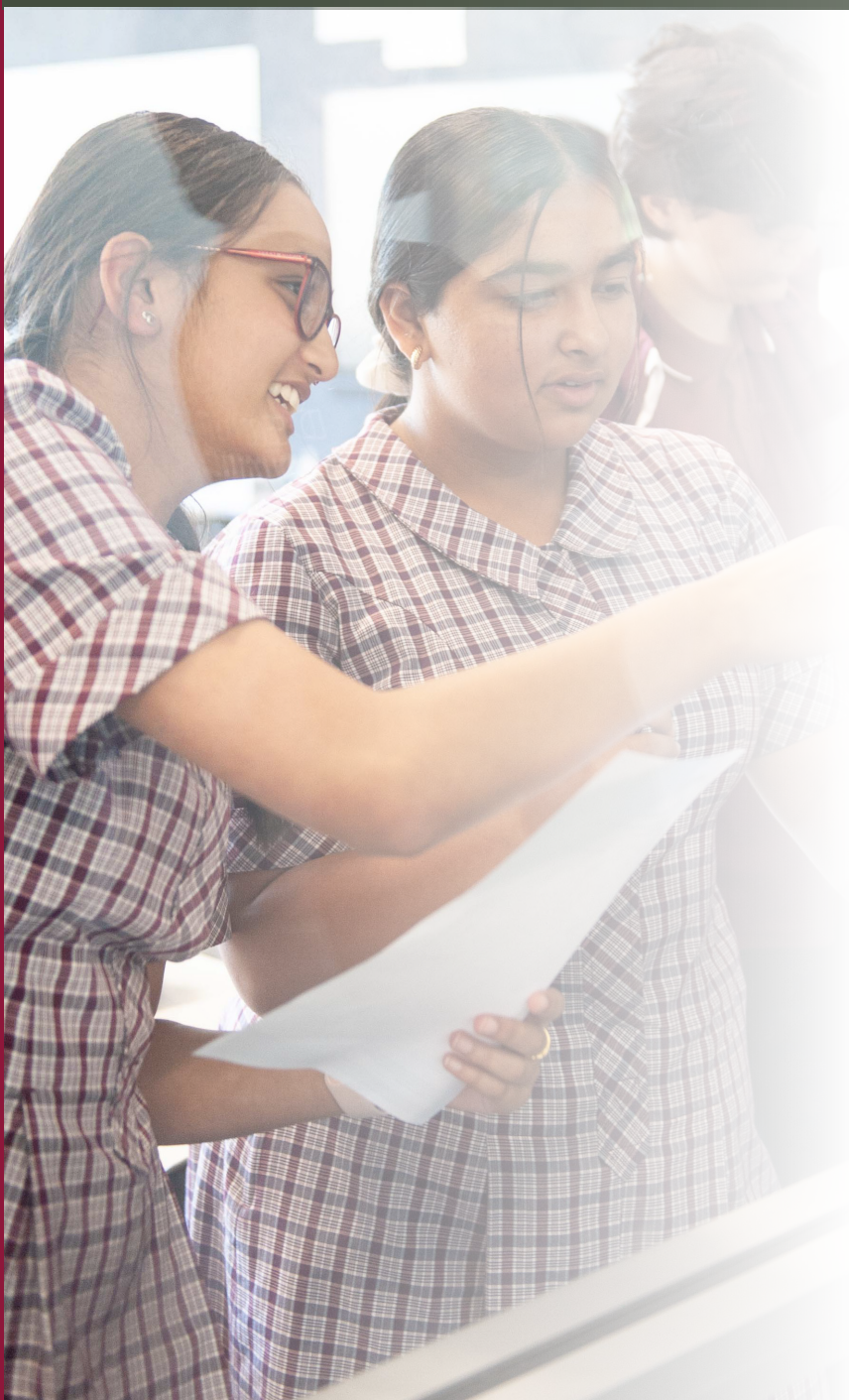
STATIONARY REQUIREMENTS

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets



CONTENTS

MATHEMATICS



Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MATHEMATICS YEAR 10

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT
The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

ASSESSMENT
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Scientific Calculator

MATHS ADVANCED YEAR 10

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT
This course leads to SACE Stage 1 Mathematics and Specialist Mathematics.

A strong emphasis will be on the topics of Patterns and Algebra, Linear and Non-linear relationships, Real Numbers (Surds, Logarithms) and Quadratic Functions, Circle Geometry, Trigonometric Functions and Bivariate Statistics. Use of Graphics calculators and other computer technology will be incorporated in this course.

Students aspiring to pursue tertiary studies in Engineering and advance STEM courses are strongly recommended to consider this course.

ASSESSMENT
Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students achieving a B or above in Year 9 Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets.

CONTENTS

MATHEMATICS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

ESSENTIAL MATHEMATICS STAGE 1

LENGTH
Semester or Full Year

CONTACT PERSON
Mathematics Leader

CONTENT
This course helps students improve their basic numeracy skills in practical topics that have every day and workplace contexts: Calculations, Ratio and Time, Earning and Spending, Geometry, Measurement, Data and Investing.. It is designed to help students who find Maths challenging to achieve their SACE Numeracy requirement.

ASSESSMENT
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students achieving a C or above in Year 10 Standard level Mathematics.
Use of scientific calculators and other computer technology will be incorporated in the course.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

GENERAL MATHEMATICS STAGE 1

LENGTH
Semester or Full Year

CONTACT PERSON
Mathematics Leader

CONTENT
This course builds on techniques developed in Year 10 Mathematics in problem solving, reason and communicating understanding. The emphasis is on using Mathematics to model the real world across topics: including Financial Maths, Measurement, Statistics, Trigonometry, Linear and Exponential Functions, and Matrices and Networks.

ASSESSMENT
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students achieving a B or above in Year 10 Standard level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader. (Access to SACE recommended Graphics Calculator).

SPECIAL REQUIREMENTS
Access to SACE recommended Graphics Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

MATHEMATICS A, B AND C STAGE 1

LENGTH
3 Semesters
-2 lines in semester 1
-1 line in semester 2

CONTACT PERSON
Mathematics Leader

CONTENT
This course utilises and builds on skills and techniques developed by 10 Advanced Mathematics students in their problem solving and reasoning skills across topics including: Functions and Graphs, Trigonometry, Calculus, Polynomials, Statistics, Complex Numbers and Exponential and Logarithmic Functions.

- Studied in tandem with Mathematics B and C (3 Semesters), successful completion leads to SACE Stage 2 Mathematical Methods.

ASSESSMENT
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students achieving a B or above in Year 10 Advanced Level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader.

SPECIAL REQUIREMENTS
Access to SACE recommended Graphics Calculator.

CURRICULUM CHARGES
Not Applicable .

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves (full year)

SPECIALIST MATHEMATICS STAGE 1

LENGTH
Semester
-1 line in semester 2

CONTACT PERSON
Mathematics Leader

CONTENT
This course builds on skills and techniques developed by 10 Advanced Level students in their problem solving and reasoning skills across topics including Vector Geometry , Real and Complex Numbers and Further Trigonometry.

- Studied in tandem with Mathsematics A, B and C leads to SACE Stage 2 Specialist Mathematics.

ASSESSMENT
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students achieving a B or above in Year 10 Advanced level Mathematics or by recommendation and approval of the subject teacher and Learning Area Leader. (Access to SACE recommended Graphics Calculator)

SPECIAL REQUIREMENTS
Access to SACE recommended Graphics Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

CONTENTS

MATHEMATICS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

ESSENTIAL MATHEMATICS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

This course offers opportunities to learn the practical applications of Mathematics. Topics covered include Scales, Plans and Models, Measurement, Business applications, Statistics, Investments and Loans. This subject may lead to further training in the retail, small business and hospitality.

ASSESSMENT

Students will be assessed on:

- 5 Skills and applications Tasks
- 2 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Stage 1 General Mathematics, as well as a Scientific Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

GENERAL MATHEMATICS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

This course offers learning of Mathematics through real world applications. Topics covered include Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models and Discrete Models. This subject can lead to further training and employment in Banking, Retail, Office Management, small business and tourism industry.

ASSESSMENT

Students will be assessed on:

- 5 Skills and applications Tasks
- 2 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 General Mathematics, as well as a Scientific Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

MATHEMATICAL METHODS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

This course demands mathematical rigour and algebraic analysis skills. Topics covered include Discrete and Random Variables, Integral Calculus, Logarithmic Functions, Continuous Random Variables and the Normal Distribution and Sampling and Confidence Intervals. This subject paves the pathway into a range of tertiary courses.

ASSESSMENT

Students will be assessed on:

- 6 Skills and applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Mathematics (at least 2 Semesters), as well as a Scientific Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

SPECIALIST MATHEMATICS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Mathematics Leader

CONTENT

This course is rich in mathematical rigour and algebraic analysis. Topics covered include Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in 3D, Integration Techniques, Applications and Rates of Change and Differential equations. This subject paves the way for entry into a range of university courses (including engineering).

ASSESSMENT

Students Students will be assessed on:

- 6 Skills and applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Specialist Mathematics, as well as a Scientific Calculator.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance69

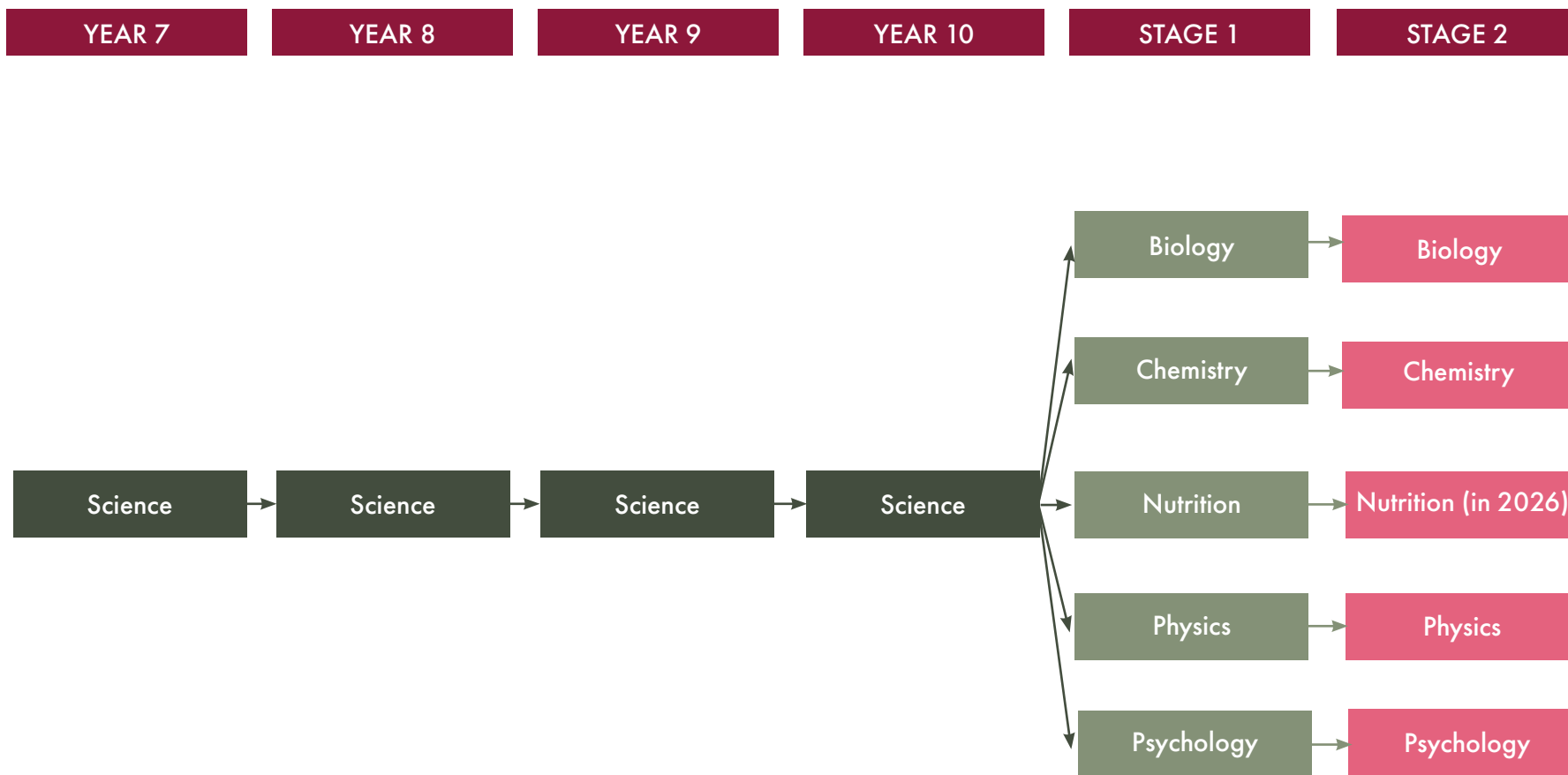
 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78



CONTENTS

SCIENCE

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

SCIENCE YEAR 7

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Year 7 topics;

- Lab skills and safety
- Separating mixtures
- Classification of living things
- Cycles of Sun, Moon and Earth
- Food Chains and Food Webs
- Forces and Motion
- Sustainability

ASSESSMENT

Forms of assessment include tests, practicals, assignments, projects and story writing.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

SCIENCE YEAR 8

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. They explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

STEM projects include Robotics, Catapults, Eco House Challenge and a cross curricular project.

Year 8 topics;

- Cells and specialised functions
- Multicellular organisms
- Properties of matter
- Chemical changes
- Rocks and Plate Tectonics
- Energy and transformations
- Fake and Future Science

ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects and Story writing.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

SCIENCE YEAR 9

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Students study how the human body responds to its environment and the interactions between biotic and abiotic ecosystem components. They learn about atoms, nuclear decay, chemical changes, and the conservation of matter. They also develop an understanding of energy transfer and apply these concepts to global systems. al systems such as continental movement. STEM Projects including Bridge Design, Biomechanics and Nanotechnology

Year 9 topics;

- Responding to Change
- Ecosystems
- Atoms
- Changes in Matter
- Energy Transfer
- Energy Waves
- Science Storytelling

ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

SCIENCE YEAR 10

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Year 10 topics;

- Motion and Newton's Laws
- Global systems, cycles and spheres
- Origins of the Universe
- Chemical reactions
- Atoms properties and the periodic table
- Evolution by Natural Selection
- Transmission and inheritable characteristics

ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive.....9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance.....69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

BIOLOGY
STAGE 1

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Stage 1 Biology explores the diversity of life, the structure and function of organisms, and their interactions with species and environments.

Topics covered during the year include:

- Cells and microorganisms
- Infectious disease
- Multicellular organisms
- Biodiversity and ecosystem dynamics

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Investigations Folio (e.g. deconstruct a problem and design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Additional costs for excursions as required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

CHEMISTRY
STAGE 1

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

In Stage 1 Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

Topics:

- Materials and their atoms
- Combinations of atoms
- Molecules
- Mixtures and solution
- Acid and bases
- REDOX reactions

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Investigations Folio (e.g. deconstruct a problem and design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Additional costs for excursions as required.

PHYSICS
STAGE 1

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Stage 1 Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Topics:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE task, Projects, Practical reports)
- Mid and end of year exam

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Investigations Folio (e.g. deconstruct a problem and design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Additional costs for excursions as required.

PSYCHOLOGY
STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Science Leader

CONTENT

Psychology is a 10 credit subject or a 20 credit subject at Stage 1.

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of science inquiry, science as a human Endeavour and science understanding.

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Investigations Folio (e.g. deconstruct a problem and design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

Additional costs for excursions as required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

SCIENCE

NUTRITION STAGE 1

LENGTH
Semester/Full Year

CONTACT PERSON
Science Leader

CONTENT

Students will investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore link between food, health and diet-related diseases. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Nutrition concepts covered;

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets developed through the course;

- Nutrition literacy and numeracy
- Nutrition and technology

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (e.g. designing and conducting practical investigations, exploring science as a human endeavour)
- Skills and Applications Tasks (e.g. evaluating nutritional data as part of a case study)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

\$40 for materials specific to the course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

NUTRITION STAGE 2 (2026)

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

Nutrition is a science that teaches students about human nutrition, physiology, and health, while examining current trends. It covers dietary patterns, nutrient use, and the diet-disease relationship, using scientific evidence and technology. Students analyze how food availability, product development, and various influences (political, economic, cultural, and ethical) affect food needs and ethics. They evaluate food systems, quality standards, marketing, and cultural impacts, explore global and local food trends, and address sustainability issues with research-informed solutions.

Nutrition concepts covered:

- Principles of nutrition, physiology and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets developed through the course:

- Nutrition literacy and numeracy
- Nutrition and technology

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- investigations Folio (e.g. designing and conducting practical investigations, exploring science as a human endeavour)
- Skills and applications tasks (e.g. evaluating nutritional data as part of a case study)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Student achieving a C or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

\$40 for materials specific to the course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.



CONTENTS

SCIENCE

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

BIOLOGY STAGE 2

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

In Stage 2 Biology, students explore biological systems and interactions, focusing on energy, control, structure, function, change, and exchange from cellular to ecosystem levels. This helps them develop skills to analyze observations, address biological issues, and understand the impact of biological science.

Topics covered during the year include:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Biology, Physics or Chemistry, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

SASTA Study Guides \$30.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

CHEMISTRY STAGE 2

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

In Stage 2 Chemistry, students assess the benefits and risks of chemical knowledge for society and its role in public debates on social and environmental issues. They explore green and sustainable chemistry to minimize environmental impact.

Topics covered during the year include:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Chemistry, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

SASTA Study Guides \$30.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

PHYSICS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

In Stage 2 Physics, students develop skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Topics covered during the year include:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Physics, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

SASTA Study Guides \$30.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

PSYCHOLOGY STAGE 2

LENGTH
Full Year

CONTACT PERSON
Science Leader

CONTENT

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of science inquiry, science as a human Endeavour and science understanding.

The following topics are assessed in the school assessment types:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

School assessment (70%)

- Investigations Folio (e.g. psychological investigation, SHE investigation) (30%)
- Skills and Applications Tasks (at least 3) (40%)

External assessment (30%)

- Examination

Students provide evidence of their learning through six to seven assessments, including the external assessment component

PRE-REQUISITE / SPECIAL REQUIREMENTS

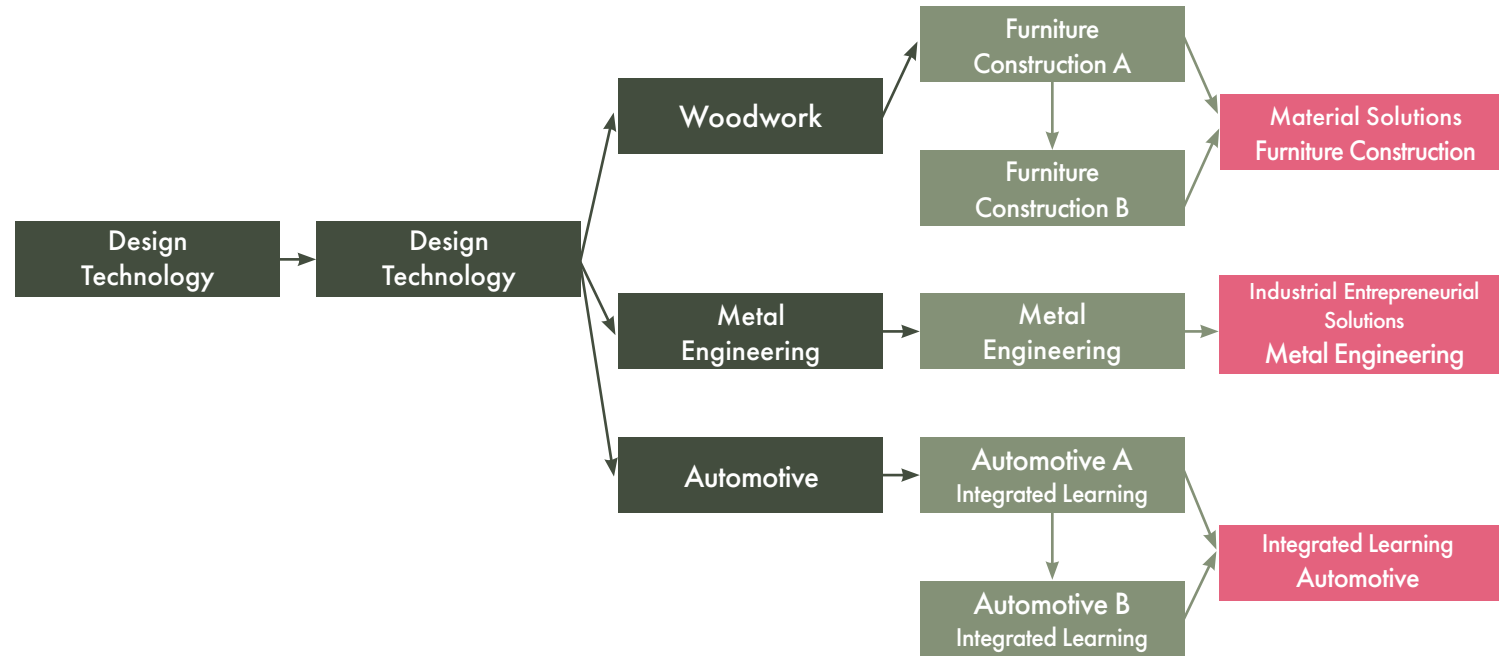
Students achieving a B or above in Stage 1 Psychology, or by recommendation and approval of the subject teacher and Learning Area Leader.

CURRICULUM CHARGES

SASTA Study Guides \$30.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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Design Technology



Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

Automotive9

Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

English/EAL.....20

Health and Physical Education26

Football Academy.....31

Humanities and Social Sciences33

Languages.....39

Mathematics.....43

Science48

Technologies53

Design Technology.....55

Digital Technology59

Food and Textiles Technology60

The Arts64

Performing Arts - Drama65

Performing Arts - Music.....67

Performing Arts - Dance69

Media - Photography & Film.....71

Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs9

 Automotive9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

 The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance69

 Media - Photography & Film.....71

 Visual Arts73

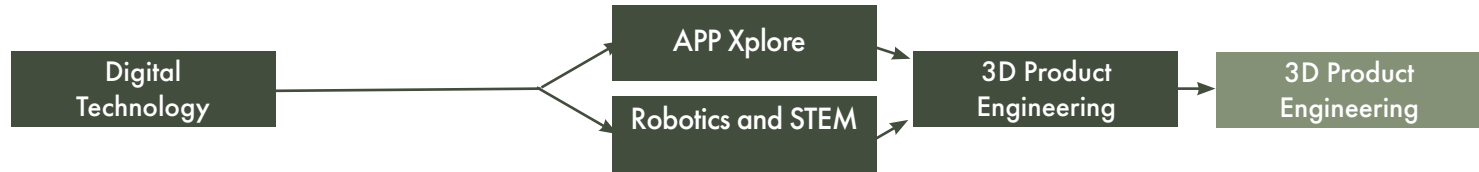
Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

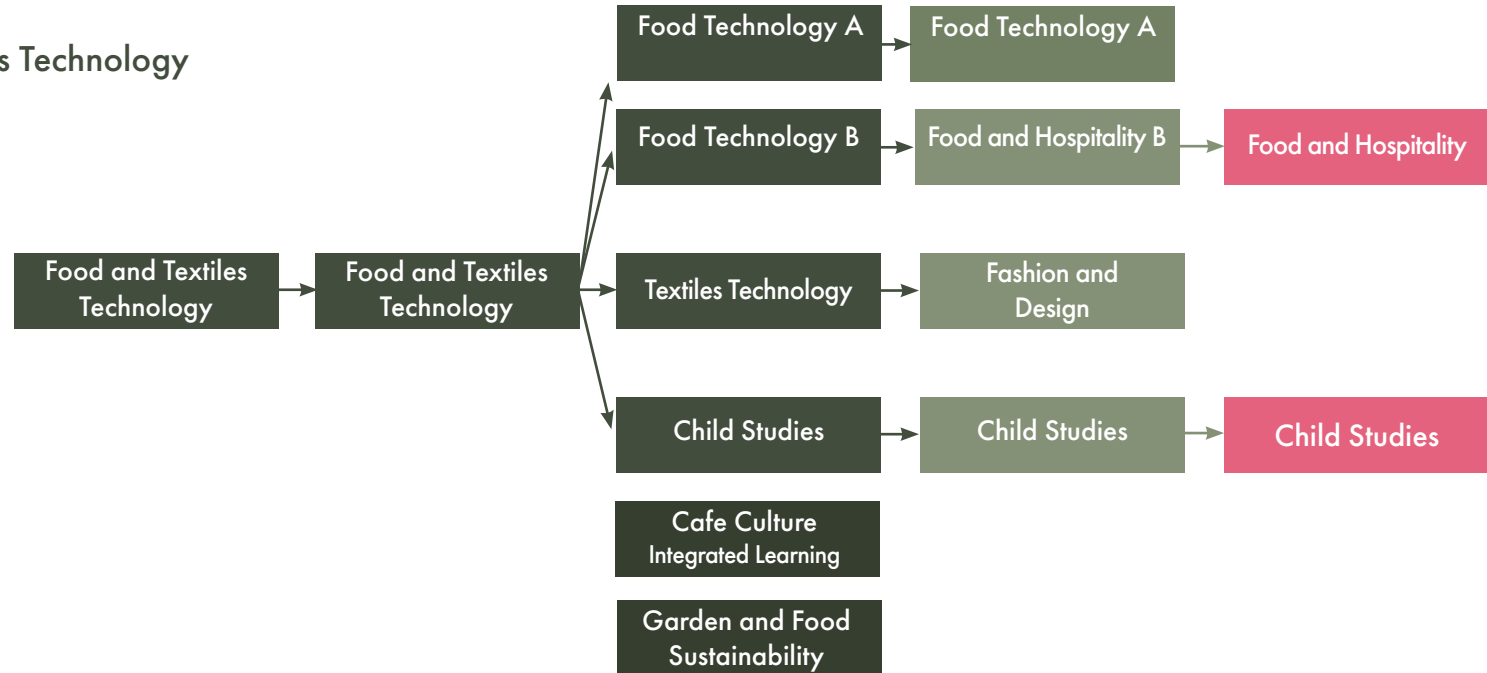
Mentoring Program78



Digital Technology



Food and Textiles Technology



CONTENTS

TECHNOLOGIES - DESIGN TECHNOLOGY

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education.....	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts.....	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

DESIGN TECHNOLOGY YEAR 8

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Overview: A practically focused course where students are exposed to both the wood and plastic workshops learning fundamental Design and Technology skills.

Learning Outcomes: The emphasis of this course is placed on students learning to use various tools and materials to manufacture and evaluate products. Various hand tools and machines are introduced to allow the students to learn about them and gain confidence in using them.

Content the sections of work cover:

- Safety
- Introduction to technical drawing
- Designing processes
- Materials
- Hand tools
- Machines
- Practical projects

ASSESSMENT
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

PRE-REQUISITE / SPECIAL REQUIREMENTS
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Botany exercise book 8mm 96 page.

DESIGN TECHNOLOGY YEAR 9

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

Overview: A practically focused course where students are exposed to both the wood and metal workshops learning fundamental Design and Technology skills.

Learning Outcomes: The emphasis of this course is placed on students learning to use various tools and materials to manufacture and evaluate products. Various hand tools and machines are introduced to allow the students to learn about them and gain confidence in using them.

Content the sections of work cover:
Safety

- Introduction to technical drawing
- Designing processes
- Materials
- Hand tools
- Welding
- Machines
- Practical projects

ASSESSMENT
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

PRE-REQUISITE / SPECIAL REQUIREMENTS
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Botany exercise book 8mm 96 page.

METAL ENGINEERING YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Students will be involved in the construction of class led projects with the ability the add their own individual design elements.

Students will learn:

- Use of lathe
- MIG welding processes
- Design and making projects

Topics to be covered:

- Safety
- Reading of construction drawings
- Various welded joints
- Hand tools
- Portable power machines (drills, angle grinders)
- Machines (Lathe, Cold Saw, Drill Press)
- Construction of practical projects

ASSESSMENT
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

PRE-REQUISITE / SPECIAL REQUIREMENTS
For this subject, students will need to be prepared to work independently and persevere to solve problems.

CURRICULUM CHARGES
\$60.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- HB pencil or mechanical pencil.

WOODWORK YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Students are involved in their own designs of a piece of furniture on a common theme and they use and learn about wood materials.

Students will learn:

- Variety of joinery techniques
- Safe use of woodworking machinery
- Technical drawing
- The sections of work cover:
- Safety
- Isometric and orthographic drawings
- Designing processes
- Materials
- Hand tools
- Portable power tools (drill, biscuit, domino, trim router)
- Practical projects

ASSESSMENT
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

PRE-REQUISITE / SPECIAL REQUIREMENTS
For this subject, students will need to be prepared to work independently and persevere to solve problems

CURRICULUM CHARGES
\$70.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- HB pencil or mechanical pencil.

CONTENTS

TECHNOLOGIES - DESIGN TECHNOLOGY

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

AUTOMOTIVE YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Students will develop an understanding of the principles of two stroke and four stroke engines.

- Safety
- Engine principles
- Engine dismantling
- Re-assembly of engines
- Basic servicing
- Diagnostic testing
- Problem solving
- Go-Kart operating systems

ASSESSMENT
Assessment will include elements of planning, making and appraisal of a major project, and completion of a series of exercises based on Australian Curriculum standards. Knowledge and skills will be assessed throughout the semester.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Practical lessons will be conducted in an automotive workshop environment.

CURRICULUM CHARGES
\$65.

STATIONARY REQUIREMENTS

- Work pad A4 50 leaf ruled and punched.

FURNITURE CONSTRUCTION A MATERIAL SOLUTIONS STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Students will be able to design and produce multiple pieces of furniture using various techniques.

- Technical drawing.
- Contemporary manufacturing methods.
- Woodworking Machinery - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 Woodwork or Metal Engineering preferred.

CURRICULUM CHARGES
\$80.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FURNITURE CONSTRUCTION B MATERIAL SOLUTIONS STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Students will be able extend the knowledge they gained in the first semester and further advance their construction skills and techniques.

- Technical drawing.
- Contemporary manufacturing methods.
- Woodworking Machinery - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 Woodwork or Metal Engineering preferred.

CURRICULUM CHARGES
\$80.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- HB pencil or mechanical pencil.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

TECHNOLOGIES - DESIGN TECHNOLOGY



AUTOMOTIVE A INTEGRATED LEARNING STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
This course is designed as a stand-alone unit for students to expand their understanding of vehicle function, ownership, maintenance, and connections with industry bodies. Students will be taught how to read and interpret automotive literature, diagnose faults, develop problem-solving techniques, maintain personal vehicles, and visits with industry.

- ASSESSMENT
- **Practical Exploration 40%**
Students demonstrate practical application and development of knowledge, concepts and skills related to vehicles.
 - **Connections 30%**
Students work collaboratively with others to undertake specific practical activities and reflect on visits with industry and working as a group on vehicle maintenance.
 - **Personal Venture 30%**
Students to explore an area of the program focus that is of interest to them by investigating and analysing relevant information concepts, ideas and skills, and communicating their ideas and opinions about them.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 Automotive preferred.

CURRICULUM CHARGES
\$65.

- STATIONARY REQUIREMENTS
- A4 Display folder with 20 refillable pockets.
 - HB pencil or mechanical pencil.

AUTOMOTIVE B INTEGRATED LEARNING STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
This course is designed as an advance unit to Automotive A and aims train students in additional skills of vehicle maintenance and ownership and prepare students for success in the Stage 2 Automotive Integrated Learning course.

- ASSESSMENT
- **Practical Inquiry 40%**
Students demonstrate practical application and development of knowledge, concepts and skills related to vehicles.
 - **Connections 30%**
Students work collaboratively with others to undertake specific practical activities and reflect on visits with industry and working as a group on vehicle maintenance.
 - **Personal Venture 30%**
Students to explore an area of the program focus that is of interest to them by investigating and analysing relevant information concepts, ideas and skills, and communicating their ideas and opinions about them

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of Stage 1 Automotive 1 - Integrated Learning.

CURRICULUM CHARGES
\$65.

- STATIONARY REQUIREMENTS
- A4 Display folder with 20 refillable pockets.
 - HB pencil or mechanical pencil.

METAL ENGINEERING MATERIAL SOLUTIONS STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
A practical workshop course involving the design and construction of projects using metal welding and machining. At the end of the course, students should be able to:

- Develop skills in using materials, communicating, using information
- Major project will involve selection of materials, use of jigs, fabrication and welding of components, machining materials, finished by painting.
- Series of small welding exercises.
- Research topics will be closely associated with practical work.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 Woodwork or Metal Engineering preferred.

CURRICULUM CHARGES
\$80.

- STATIONARY REQUIREMENTS
- A4 Display folder with 20 refillable pockets.
 - HB pencil or mechanical pencil.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

TECHNOLOGIES - DESIGN TECHNOLOGY

AUTOMOTIVE INTEGRATED LEARNING STAGE 2

LENGTH
Full Year

CONTACT PERSON
Technologies Leader

CONTENT
This course will focus on real-world situations regarding vehicle development and maintenance, ownership, and industry.

As students will develop their vehicle knowledge and skills, they will also be addressing key capabilities such as I.T., critical and creative thinking, personal and social capabilities.

ASSESSMENT
School Assessment (70%)
• Assessment Type 1:
Practical Inquiry 40%
• Assessment Type 2:
Connections 30%
External Assessment (30%)
• Assessment Type 4:
Personal Endeavour 30%

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of Stage 1 Automotive required.

CURRICULUM CHARGES
\$100.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.
• HB pencil or mechanical pencil.

METAL ENGINEERING INDUSTRIAL AND ENTREPRENEURIAL SOLUTIONS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Technologies Leader

CONTENT
A practical workshop course involving the design and construction of projects using metal welding and machining. At the end of the course, students should be able to:

- Develop skills in using materials, communicating, using information
- Major project will involve selection of materials, use of jigs, fabrication and welding of components, machining materials, finished by painting.
- Series of small welding exercises.
- Research topics will be closely associated with practical work.

Please note this subject involves:
• Written tasks
• Significant amounts of technical reading

ASSESSMENT
School Assessment (70%)
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task (20%)
 - Assessment Type 2: Design Process and Solution (50%)
- External assessment (30%)
• Assessment Type 3: Resource Study (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of Stage 1 Metal engineering required. Some work out of regular class time required.

CURRICULUM CHARGES
\$140.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.
• HB pencil or mechanical pencil.

FURNITURE CONSTRUCTION MATERIAL SOLUTIONS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Technologies Leader

CONTENT
Students will be able to:

- Create a Design folio
- Design and produce a piece of furniture using basic jointing
- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Select and use materials, components, techniques, and equipment and apply the correct processes and techniques.

Please note this subject involves:
• Written tasks
• Significant amounts of technical reading
• Physical activity

ASSESSMENT
School Assessment (70%)

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task (20%)
 - Assessment Type 2: Design Process and Solution (50%)
- External assessment (30%)
• Assessment Type 3: Resource Study (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of Stage 1 Woodwork required. Some work out of regular class time required.

CURRICULUM CHARGES
\$130.

STATIONARY REQUIREMENTS
• A4 Display folder with 20 refillable pockets.
• HB pencil or mechanical pencil.



CONTENTS

TECHNOLOGIES - DIGITAL TECHNOLOGY

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

DIGITAL TECHNOLOGY YEAR 7

LENGTH
Term

CONTACT PERSON
Technologies Leader

CONTENT

Data Science will build skills in Microsoft Excel covering the following;

- Plan and document a process to create a digital solution
- Understand that data is collected everyday about the things people do and analysing data can inform decision making
- Understand how to collect data accurately

Students will build skills in Scratch and/or Python programming covering the following;

- Plan and manage digital projects to create interactive information
- Define and decompose problems in terms of functional requirements and constraints
- Design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions
- Become familiar with binary/hexadecimal numbers

ASSESSMENT

Based on Australian Curriculum Assessment Criteria:

- Knowledge and Understanding
- Processes and Production skills

Evidence will be in the format of a digital portfolio

PRE-REQUISITE / SPECIAL REQUIREMENTS

For this subject, students will need to be prepared to work independently and persevere to solve problems.

CURRICULUM CHARGES
Not Applicable

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

ROBOTICS AND 3D PRINTING YEAR 9

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

Students design, build, and test robotic prototypes that respond to their environment using icon-based programming with movement, motors, gears, and sensors. They tackle challenges such as creating a Hexapod, Drag Racer, and navigating an obstacle course. The course covers necessary mathematical concepts and programming skills, with a focus on Biomedical Engineering research. Students also engage in creative applications of emerging technologies like Computer-Aided Design and 3D Printing, emphasizing inquiry-based learning and developing skills in Critical and Creative Thinking, Collaboration, and Innovation.

Students who wish to complete Digital Technologies for the whole year can also select Digital Technologies (APP Building).

ASSESSMENT

Assessment uses the Australian curriculum and will incorporate sections of Science, Mathematics and Technology.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

APP XPLORE YEAR 9

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

This semester course will allow students to embark on a journey to develop skills in in-app design and development. This subject aims to develop creative and innovative problem solving.

Students analyse problems, design creative solutions and evaluate their outcomes. Students engage in contemporary and emerging technologies, using design cycle.

ASSESSMENT

Assessment includes practical skill development, with written folio task, to projects and the completion of programming checkpoints. Students will create apps for purpose using the Design Cycle. This course is assessed against the Digital Technologies Australian Curriculum Achievements Standard.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- USB pocket flash drive 16Gb minimum.

3D PRODUCT ENGINEERING YEAR 10/STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

Students will have the opportunity to engage in a range of creative applications of emerging technologies such as Computer Aided Design, advanced manufacturing and 3D printing with a strong focus on inquiry based learning. Students will develop skills in Critical and Creative Thinking, Collaboration and Innovation and Entrepreneurship.

Topics may include: Formula 1 Cars, Jewellery Design, Game and Puzzle Design, Business Product Development, Sustainability Systems. A digital folio of work will be maintained throughout the course incorporating video and images.

ASSESSMENT

Students are assessed using the SACE Stage 1 Integrated Learning Performance Standards that include the following:

- Application and Development
- Inquiry and Reflection
- Collaboration and Communication

They will need to submit the following assessment pieces:

- Designing (research and graphics)
- Investigation
- Realisation (production of solution)
- Evaluation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- USB pocket flash drive 16Gb minimum.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

FOOD AND TEXTILES TECH YEAR 8

LENGTH
Semester (Compulsory)

CONTACT PERSON
Technologies Leader

CONTENT
Food Technology covers the following topics:

- Food safety and hygiene
- Nutrition, analysis of personal diet- Australian Guide to Healthy Eating
- Cultural Foods and entertaining
- Cookery methods, skills and equipment

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Design and construction of a textile article with a zipper

ASSESSMENT
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

PRE-REQUISITE / SPECIAL REQUIREMENTS
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FOOD AND TEXTILES TECH YEAR 9

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Food Technology includes a combination of:

- Food safety and hygiene
- Nutrition issues focusing on nutrients
- Celebration Foods/Invention Test

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Fabric knowledge and care
- Design and construction of a cushion with a focus on pattern construction and textiles sustainability

ASSESSMENT
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Knowledge and interest in Food and Textiles. Successfully completed Year 8 Food and Textiles Technology.

CURRICULUM CHARGES
\$50 for materials and ingredients required for this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FOOD TECHNOLOGY A YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Investigate Food Safety and Hygiene issues within the Food and Hospitality Industry. Demonstrate skills and knowledge related to menus and food service with a focus on garnishing and presentation. Develop skills involved in desserts. In small groups plan, prepare and present a celebration meal.

ASSESSMENT
Knowledge and Understanding, Practical Application and Reflection/ Evaluation.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Knowledge and an interest in the Food and Hospitality Industry. Students have completed year 8 and 9 Food Technology.

CURRICULUM CHARGES
\$50 for materials and ingredients required for this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FOOD TECHNOLOGY B YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Investigate Food Safety and Hygiene issues within the Food Industry and present an Asian Banquet. Demonstrate skills and knowledge related to food sustainability and nutrition to produce a food product which would appeal to teenagers. In small groups plan, prepare and present a celebration food or meal.

ASSESSMENT
Knowledge and Understanding, Practical Application and Reflection/ Evaluation.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Knowledge and an interest in the Food and Hospitality Industry. Students have completed year 8 and 9 Food Technology.

CURRICULUM CHARGES
\$50 for materials and ingredients required for this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

CHILD STUDIES YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

This course can incorporate the following:

- Nutrition through lifecycle from conception to 1 year of age
- Development milestones of a child from birth to 1 year of age
- Importance of play for development
- Parenting issues and decisions

ASSESSMENT

Based on Australian Curriculum Assessment Criteria: Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

PRE-REQUISITE / SPECIAL REQUIREMENTS

Knowledge and interest in Child development.

CURRICULUM CHARGES

\$40 cost for this course to cover the cost of materials.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

TEXTILES TECHNOLOGY YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

The course incorporates the following topics:

- Textile Safety
- Knowledge of use of a commercial pattern to construct textile articles
- Use of sewing machine and related equipment
- Textile choices and sustainability within the fashion industry

This course would be of interest to students wishing to extend;

- Their construction techniques
- Knowledge and skills and use and understanding of a commercial patterns.
- Fashion and design.

ASSESSMENT

Based on Australian Curriculum Assessment Criteria:

Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

PRE-REQUISITE / SPECIAL REQUIREMENTS

Desirable: Year 8, 9 Food and Textile Technology. Must have a genuine interest and skills in sewing.

CURRICULUM CHARGES

\$50 for materials specific to this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CAFE CULTURE YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

Students receive hands-on training in preparing black and milk coffees, operating an industrial espresso machine, and cooking café-style foods. They will develop customer service skills by running the school café once a week, making and serving coffee to students and staff.

ASSESSMENT

Students are required to demonstrate the following competencies:

- Use Hygienic Practices for Food Safety (SITXFSA001)
- Preparing and serving espresso coffee (SITHFAB005)

Assessment is school based with students demonstrating their learning through the Practical Application, Group Activities and an Investigation.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students display a genuine interest and enthusiasm for the Food and Hospitality industry. Limited spaces, selection will be based on successful A/B achievement in Year 9 Food Technology. Students must have good literacy skills and require a good attendance rate.

CURRICULUM CHARGES

Additional charges of approximately \$150 (to be paid prior to commencement) to attain two units towards a Certificate III in Hospitality.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

GARDEN AND FOOD SUSTAINABILITY YEAR 10

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT

This semester subject would use the school's garden as its classroom. Incorporating both practical assessment and theory based around gardening skills and knowledge. There will be a strong focus on sustainability practices and promoting health lifestyles and nutrition based on gardening and harvesting.

Students work both individually, and within a group to apply the skills they learn to grow their own vegetable bed in the garden, this includes all stages from learnin about seasonable produce, harvesting and cooking or preserving,

Students will create and maintain database called Growing a Legacy - Lumination XR initiative, cataloguing plants in the garden.

ASSESSMENT

This course is assessed against Integrating Learning SACE Curriculum.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students should have a general interest in Gardening and Food Sustainability. A number field trips will also be part of this course.

CURRICULUM CHARGES

Not applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CONTENTS

TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

FOOD AND HOSPITALITY A STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Understand and use the principles of safe food handling.

Develop skills in food selection, handling, preparation, and presentation.

Investigate the relationship between food and culture.

Students work collaboratively to prepare, present and serve food for a chosen event.

ASSESSMENT
Students demonstrate evidence of their learning through the following SACE Assessment Types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students have achieved a C grade or higher in year 10 Food Technology or through teacher recommendation.

CURRICULUM CHARGES
\$60 for materials specific to this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FOOD AND HOSPITALITY B STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Understand and use the principles of safe food handling.

Further develop skills in food selection, handling, preparation, presentation and service. Investigate the street food revolution.

Students work collaboratively to prepare, present and serve food for a chosen event.

ASSESSMENT
Students demonstrate evidence of their learning through the following SACE assessment types:

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students have achieved a B grade or higher in year 10 Food Technology or through teacher recommendation.

CURRICULUM CHARGES
\$60 for materials specific to this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CHILD STUDIES STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
The subject focuses on issues related to the growth and development of children from 1-5 years of age. This course aims to allow students:

- to make informed decisions relating to pregnancy and childbirth
- to gain knowledge on child development and the needs of children
- to gain an understanding of the issues of parenting
- to gain understanding into possible employment opportunities in the children's services industry.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students have achieved a B grade or higher in year 10 Child Studies or through teacher recommendation.

CURRICULUM CHARGES
\$40 for materials specific to this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

FASHION AND DESIGN STAGE 1

LENGTH
Semester

CONTACT PERSON
Technologies Leader

CONTENT
Investigate current trends in the Fashion Industry. Construct a garment of your choice according to set criteria. Develop textiles skill and knowledge.

- Technical sketches/drawings.
- Design Process - design features, materials and production techniques
- Sewing Machines - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks: 30%
- Assessment Type 2: Design process and solution 70%

PRE-REQUISITE / SPECIAL REQUIREMENTS
Successful completion of year 10 Textiles Technology preferred.

CURRICULUM CHARGES
\$50 for materials specific to this course.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

FOOD AND HOSPITALITY STAGE 2

LENGTH
Full Year

CONTACT PERSON
Technologies Leader

CONTENT

Topics include:

- Doggy Bags - Food Safety and Hygiene Specialised Cake
- Sustainability - SA Fresh
- Nutrition - Healthy Burger
- Superfoods
- High Tea
- Major Investigation

ASSESSMENT

School Based Assessment (70%)

- Assessment Type 1:
Practical Activity (50%)
- Assessment Type 2:
Group Work (20%)
- Assessment Type 3:
External Assessment (30%)
Investigation – this comprises research and a written report of 2000 words

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students have achieved a B grade or higher in Stage 1 Food & Hospitality or through teacher recommendation.

CURRICULUM CHARGES

\$100 for food practicals and resources.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CHILD STUDIES STAGE 2

LENGTH
Full Year

CONTACT PERSON
Technologies Leader

CONTENT

Topics include:

- Children and Food Allergies
- Children with Special Needs
- Child Safety Issues
- Children and the Importance of Reading
- Child Protection Curriculum
- Importance of Nursery Rhymes on Child Development

ASSESSMENT

School Based Assessment (70%)

- Assessment Type 1:
Practical Activity (50%)
- Assessment Type 2:
Group Work (20%)
- Assessment Type 3:
External Assessment (30%)
Investigation – this comprises research and a written report of 2000 words

PRE-REQUISITE / SPECIAL REQUIREMENTS

It is recommended that students have achieved a C grade or higher in Stage 1 Child Studies or through teacher recommendation.

CURRICULUM CHARGES

\$50 for practicals & resource materials.

STATIONARY REQUIREMENTS

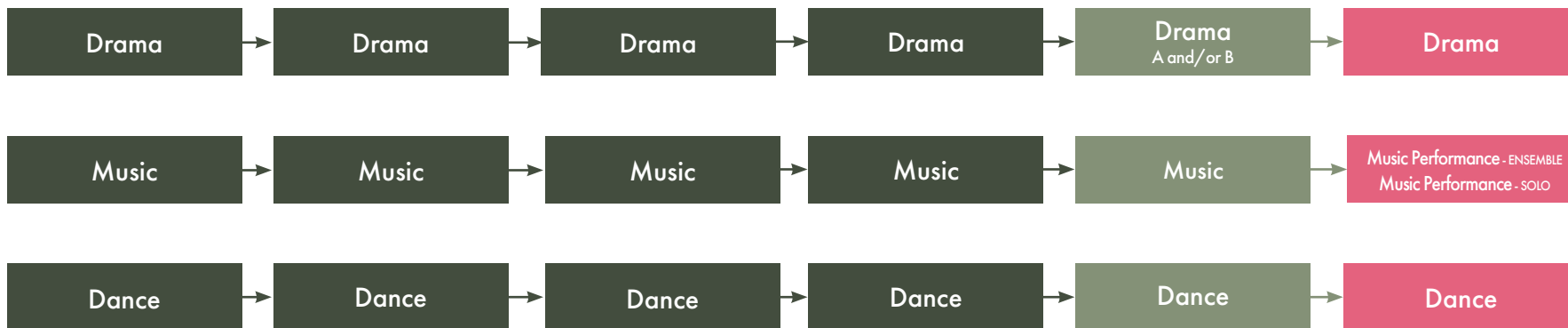
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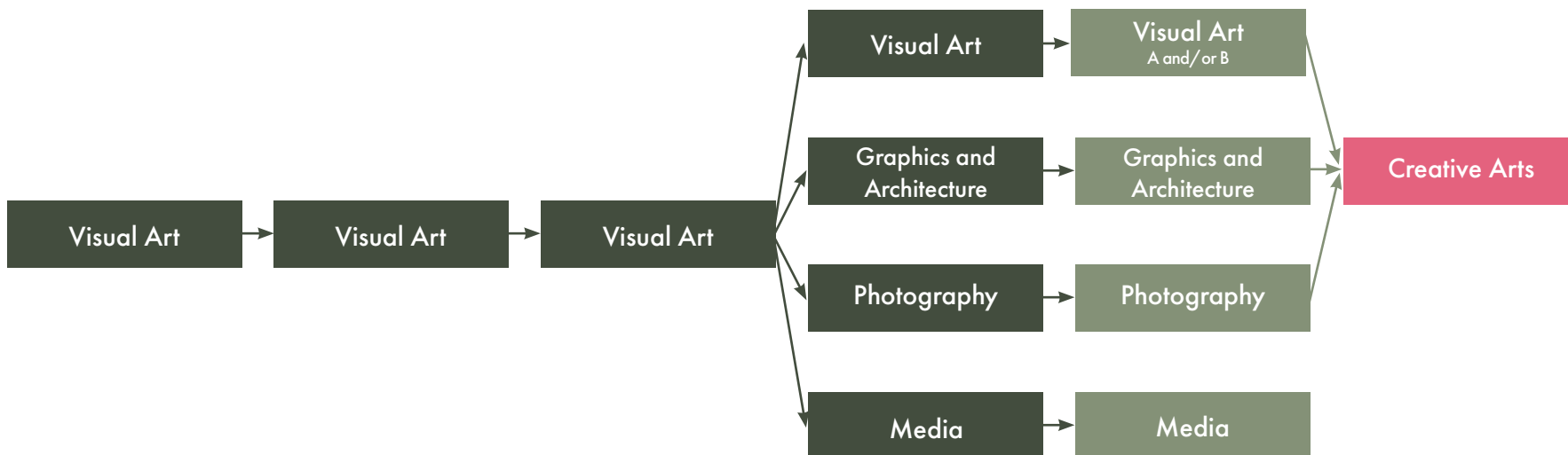
- Introduction3
- The Australian Curriculum (AC)4
- South Australian Certificate of Education (SACE)5
- Year 7 at Underdale High School.....6
- English as an Additional Language (EAL) Support7
- Inclusive Learning8
- Specialised Programs9
 - Automotive9
 - Football Academy10
 - Co-curricular Opportunities.....12
- VET & Pathways Beyond School15
- Curriculum Overview17
- Curriculum Details20
 - English/EAL.....20
 - Health and Physical Education26
 - Football Academy.....31
 - Humanities and Social Sciences33
 - Languages.....39
 - Mathematics.....43
 - Science48
 - Technologies53
 - Design Technology.....55
 - Digital Technology59
 - Food and Textiles Technology60
 - The Arts64
 - Performing Arts - Drama65
 - Performing Arts - Music.....67
 - Performing Arts - Dance69
 - Media - Photography & Film.....71
 - Visual Arts73
- Exploring and Activating Identities and Futures (AIF).....76
- Career and Work Education77
- Mentoring Program78

YEAR 7 YEAR 8 YEAR 9 YEAR 10 STAGE 1 STAGE 2

Performing Arts



Visual and Media Arts



AUSTRALIAN CURRICULUM
 SACE STAGE 1
 SACE STAGE 2

CONTENTS

THE ARTS - PERFORMING ARTS - DRAMA

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

DRAMA YEAR 7

LENGTH
Term

CONTACT PERSON
Arts Leader

CONTENT

In Drama, students learn elements through practical application, focusing on role, character, and relationships. They use voice, movement, focus, tension, space, and time to sustain drama, exploring tableaux, improvisation, script work, and performance. Students create, analyse, and evaluate drama for audiences.

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Drama.

ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed through summative performance and written tasks. Performance contributes a minimum of 30% of the grade.

PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

DRAMA YEAR 8

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

For Drama, students build an understanding of role, character and relationships, using voice, movement, focus, tension, space and time to sustain drama. They make and analyse drama for audiences using various dramatic forms and production elements. We explore Drama through improvisation, physical performance, and scripted performance. They evaluate their own and others' performances.

ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed with summative performance and written tasks. Performance contributes a minimum of 30% of the grade.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable

All students participate in the performance activities. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

DRAMA YEAR 9

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students will extend their understanding and use of the elements of drama and evaluate meaning and effect in performances they devise, interpret, perform and view. Students develop and sustain different roles and characters, performing scripted drama. They collaborate with others in selecting and using the elements of drama, narrative and structure in directing and acting in order to engage audiences. They explore the development of different traditional and contemporary styles of drama including Commedia Dell'Arte.

ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

At Year 9 level, students are assessed against the Year 9-10 Achievement Standard of the Australian Curriculum: The Arts: Drama is assessed with summative performance and written tasks. Summative performances will be video recorded for assessment purposes.

PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

DRAMA YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students deepen their understanding of role, character, relationships, and situation, using voice and movement to sustain belief in character. They experiment with mood and atmosphere for different audiences, explore drama from diverse cultures, including Aboriginal and Torres Strait Islander and Asian influences, and study various dramatic styles, forms, and processes. They also examine theatre history through performance, focusing on characterization and ensemble skills.

ASSESSMENT

Assessment uses the following criteria:

- Making
- Responding

At Year 10 level, are assessed against the Year 10 Achievement Standard of the AC: The Arts: Drama. Finished work will be presented and assessed in various forms. Performances will be video recorded for assessment purposes.

PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work. Performance is an essential component of this course.

CURRICULUM CHARGES
\$20 for performances.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

Introduction3

The Australian Curriculum (AC)4

South Australian Certificate of Education (SACE)5

Year 7 at Underdale High School.....6

English as an Additional Language (EAL) Support7

Inclusive Learning8

Specialised Programs

 Automotive.....9

 Football Academy10

Co-curricular Opportunities.....12

VET & Pathways Beyond School15

Curriculum Overview17

Curriculum Details

 English/EAL.....20

 Health and Physical Education26

 Football Academy.....31

 Humanities and Social Sciences33

 Languages.....39

 Mathematics.....43

 Science48

 Technologies53

 Design Technology.....55

 Digital Technology59

 Food and Textiles Technology60

The Arts64

 Performing Arts - Drama65

 Performing Arts - Music.....67

 Performing Arts - Dance.....69

 Media - Photography & Film.....71

 Visual Arts73

Exploring and Activating Identities and Futures (AIF).....76

Career and Work Education77

Mentoring Program78

Drama A and/or B Stage 1

Length
Semester/Full Year

Contact Person
Arts Leader

Content
Students will:

- Demonstrate and explain skills and techniques related to on and off-stage roles
- Work both independently and collaboratively to create and evaluate dramatic works.
- Communicate knowledge and understanding of the theories, skills, techniques and technologies.
- Respond to performed drama and dramatic texts.
- Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence and their impact on the audience.
- Communicate dramatic ideas to an audience through a variety of forms using a number methods.

Assessment

Assessment Assessment Type 1:

- Performance

For a performance, students are led by the teacher to work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. Students select and presents evidence of their learning, including their understanding, creativity, analysis, evaluation, application and development.

Assessment Type 2:

- Responding to Drama

Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events – such as workshops or performances in an oral, multimodal, or written response.

Assessment Type 3:

- Creative Synthesis.

In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks.

Note: The weightings for each component can change according to the cohort of students.

- Pre-Requisite / Special Requirements
Must achieve a pass grade in Year 10 Drama.
- Requirements This subject involves:
 - Public performance
 - Out of school hours commitment

Curriculum Charges
\$20 for performances.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- USB pocket flash drive 16Gb.

DRAMA STAGE 2

Length
Full Year

Contact Person
Arts Leader

Content
Students will demonstrate and explain skills and techniques through independent and collaborative work to create and evaluate dramatic works. They will communicate knowledge and understanding of the theories, skills and techniques.

Assessment
Assessment Assessment Type 1

- Group Production 40%

Students undertake one group production task, and then complete a presentation of evidence of up to 15 minutes.

Assessment Type 2

- Evaluation and Creativity 30%

Students undertake one or two evaluation and creativity tasks. One task is responding to Drama and Dramatic works, and the other is a small group self-devised performance in response to dramatic works.

Assessment Type 3 (External)

- Creative Presentation 40%

Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Must achieve a pass grade in Stage 1 Drama.

This subject involves:

- Public performance
- Extended written tasks (e.g. essays, reports)
- Significant amounts of reading
- Out of school hours commitment

CURRICULUM CHARGES
\$40 will be charged for subsidised excursions or in school performances when required.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- USB pocket flash drive 16Gb.
- Yellow highlighter.



CONTENTS

THE ARTS - PERFORMING ARTS - MUSIC

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MUSIC YEAR 7

LENGTH
Term

CONTACT PERSON
Arts Leader

CONTENT

Students will make and respond to music independently, and with their classmates and Teacher, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places. .

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

ASSESSMENT

- Favourite band/singer assignment
- Ukulele
- Genre studies
- Practical activities

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

MUSIC YEAR 8

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students will make and respond to music independently, and with their classmates and teachers, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places. .

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

ASSESSMENT

- Sony Acid composition
- Genre studies
- Practical activities
- Rock Instruments (Guitar, Bass, Keyboard, Drum)
- Theory Knowledge
- Introduction to music computing

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder.

MUSIC YEAR 9

LENGTH
Full Year

CONTACT PERSON
Arts Leader

CONTENT

Students attend weekly instrumental lessons and participate in the performance program at UHS, with free lessons offered for flute, clarinet, saxophone, trumpet, trombone, bass, guitar, voice, and percussion through the Instrumental Music Service (IMS). Existing IMS students and those with private instructors can continue their lessons. Due to limited spots, students choosing bass, guitar, or percussion must also select a second preference from flute, clarinet, saxophone, trumpet, or trombone. String lessons are available at school but not free. Students rehearse and perform songs, develop music literacy, AND EXPLORE SOUND AND MUSIC HISTORY.

ASSESSMENT

- Ensemble and solo performance
- Composition
- Theory knowledge
- Aural skills
- History of music

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students should be able to play an instrument.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

MUSIC YEAR 10

LENGTH
Full Year

CONTACT PERSON
Arts Leader

CONTENT

Year 10 Music builds on the content learnt in Year 9 Music. Students will continue to attend weekly instrumental lessons for the full year and take part in the performance program.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

ASSESSMENT

- Ensemble and solo performance
- Composition
- Theory knowledge
- Aural Skills
- Music History

PRE-REQUISITE / SPECIAL REQUIREMENTS
Minimum of 1 year tuition on an instrument is required. Students must have studied Year 9 Music, and passed with a C or better.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

CONTENTS

THE ARTS - PERFORMING ARTS - MUSIC

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MUSIC STAGE 1

LENGTH
1 Semester or Full Year

CONTACT PERSON
Arts Leader

CONTENT
Music Experience is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

Students develop and extend their musical literacy, explore and develop their practical music-making skills through performing, and arranging or composing for instrument(s) and/or voice and develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others.

- ASSESSMENT
Assessment Type 1: Creative Works: Students present creative works. At least one of these should be a performance and at least one should be an arrangement or composition.
- Assessment Type 2: Musical Literacy: Students undertake at least two musical literacy tasks. The tasks are designed to develop students' ability to make informed judgments about their performance and arrangements or compositions, and reflect on their own creative work.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Minimum of 2 years tuition on an instrument is required. Students must have studied Year 10 Music.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- 2xA4 Display folder with 20 refillable pockets.

CREATIVE ARTS (MUSIC) STAGE 2

LENGTH
Full Year

CONTACT PERSON
Arts Leader

CONTENT
Stage 2 Creative Arts (Music) is for students who would like to pursue Music. The subject allows students to develop their creative skill through a range of practical activities, investigations and a final product.

This subject requires good time management and initiative. Students will also be required to complete a range of written tasks and practical work outside of school hours.

ASSESSMENT
SCHOOL ASSESSMENT (70%):
Assessment Type 1: Product (50%)
Assessment Type 2: Inquiry (20%)

EXTERNAL ASSESSMENT (30%):
Assessment Type 3: Practical Skills (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS
Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music, and passed with an A or B. This subject is run concurrently with Music Performance – Solo.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

MUSIC EXPLORATIONS STAGE 2

LENGTH
Full Year

CONTACT PERSON
Arts Leader

CONTENT
Music Explorations focuses on learning through experimentation with music. Students explore various styles, elements, and production methods to develop musical literacy and engage critically with music. The flexible design allows for individual and collaborative work in performing, composing, arranging, and using music technology. Students analyze, deconstruct, and create music to express ideas and emotions.

ASSESSMENT
SCHOOL ASSESSMENT (70%):
Assessment Type 1: Musical Literacy (30%)
Assessment Type 2: Explorations (40%)

EXTERNAL ASSESSMENT (30%):
Assessment Type 3: Creative Connections (30%)

PRE-REQUISITE / SPECIAL REQUIREMENTS
Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music, and passed with an A or B. This subject is run concurrently with Music Performance – Ensemble.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- 2xA4 Display folder with 20 refillable pockets.



CONTENTS

THE ARTS - PERFORMING ARTS - DANCE

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

DANCE YEAR 7

LENGTH
Term

CONTACT PERSON
Arts Leader

CONTENT
Students will be involved in composition tasks, ensemble work and developing appropriate dance technique and knowledge.

Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

ASSESSMENT
Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Dance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

DANCE YEAR 8

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
Students will be involved in composition tasks, performance and developing appropriate dance technique and knowledge.

Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

ASSESSMENT
Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 8 will be working toward the Year 8 - 9 Achievement Standard of the Australian Curriculum: The Arts, Dance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

DANCE YEAR 9

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
Students will be involved in composition tasks, performance and developing appropriate dance technique and knowledge.

Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

ASSESSMENT
Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 9 will be working toward the Year 9 -10 Achievement Standard of the Australian Curriculum: The Arts, Dance.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.

DANCE YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
This course is designed to build fundamental skills in the areas of technique, composition and performance. Students are also exposed to the history of dance, stagecraft skills, safe dance practices and varying dance styles.

Topic Include:

- History of Dance
- Composition
- Performance
- Technique

ASSESSMENT

- Performance 30%
- Reflection 20%
- Composition 30%
- Dance analysis on historical content 20%

PRE-REQUISITE / SPECIAL REQUIREMENTS

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended. Performance is an essential component of this course.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

THE ARTS - PERFORMING ARTS - DANCE

DANCE STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

Topics Included:

- Skills Development (selected area for personal growth)
- Creative Exploration (composition and performance)
- Dance Contexts (investigative response)

ASSESSMENT

- Creative Explorations 60%
- Dance Contexts 20%
- Skills Development 20%

PRE-REQUISITE / SPECIAL REQUIREMENTS

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended. Performance is an essential component of this course.

CURRICULUM CHARGES

Additional costs for excursions as required.

STATIONARY REQUIREMENTS

- A4 Display folder.

DANCE STAGE 2

LENGTH
Year

CONTACT PERSON
Arts Leader

CONTENT

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

ASSESSMENT

Stage 2 Dance is a 20-credit subject that consists of the following three areas of study.

- Assessment Type 1: Performance Portfolio 40%
- Assessment Type 2: Dance Contexts 30%
- Assessment Type 3: Skills Development Portfolio External 30%

PRE-REQUISITE / SPECIAL REQUIREMENTS

Prior dance training and clothing will be required. Black leggings/shorts and a t-shirt are recommended. Additional rehearsal time and performance attendance will be required. Performance is an essential component of this course.

CURRICULUM CHARGES

Additional costs for excursions as required

STATIONARY REQUIREMENTS

- A4 Display folder.



CONTENTS

THE ARTS - MEDIA ARTS - PHOTOGRAPHY AND FILM

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School.....	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MEDIA YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students will learn the basics of sound, lighting, composition and editing in order to create short films that can be viewed by the public and entered in state and national competitions.

Students will make use of powerful computers to run industry standard video editing applications, as well as high quality film making equipment.

ASSESSMENT

Students are assessed against the Media Arts achievement standards. This comprises of the following projects: Skills Development Portfolio, Film Analysis, Advocacy Film, Short Film.

PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- USB Pocket flash drive 16Gb minimum.

PHOTOGRAPHY YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students learn about four main units of photographic study which include:

- Wildlife Photography
- Action Photography
- Portraiture Photography
- Skills Development Projects

PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

CURRICULUM CHARGES

\$30 for materials specific to this course.

STATIONARY REQUIREMENTS

- USB Pocket flash drive 16Gb minimum.

MEDIA STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students will learn the intermediate to advanced skills of sound, lighting, composition and editing in order to analyse and create short films that can be viewed by the public. This subject builds upon the skills from Year 10 media, but they are not compulsory.

Students will make use of powerful computers to run industry standard video editing applications, as well as high quality film making equipment.

ASSESSMENT

Students are assessed against the SACE Media Studies Performance Standards. This comprises of the following projects:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product

PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- USB Pocket flash drive 16Gb minimum.

PHOTOGRAPHY STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students will continue to develop their photography skills and knowledge from Year 10. They will learn about specific camera/editing techniques and processes as well as investigate the work of other photographers. These skills will then be used to develop a final photo story project of their choice.

ASSESSMENT

Students are assessed using the SACE Stage 1 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Folio and Investigation

PRE-REQUISITE / SPECIAL REQUIREMENTS

Please be aware that this subject involves: written tasks (e.g. essays, reports) and significant amounts of computer work.

You will also be required to print several documents in colour.

CURRICULUM CHARGES

\$30 for materials specific to this course.

STATIONARY REQUIREMENTS

- USB Pocket flash drive 16Gb minimum.
- Design folder A4 with 20 refillable pockets.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

THE ARTS - MEDIA ARTS - PHOTOGRAPHY AND FILM

CREATIVE ARTS

DESIGN, VISUAL ARTS & PHOTOGRAPHY

STAGE 2

LENGTH

Full Year

CONTACT PERSON

Arts Leader

CONTENT

Stage 2 Creative Arts is for students who would like to pursue Visual Art, Design, Digital Media or Photography post-school. The subject allows students to develop their creative skill through a range of practical activities, investigations and a final product.

ASSESSMENT

Students are assessed using the SACE Stage 2 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Practical Skills and Investigation
- Inquiry

This subject requires good time management and initiative. You will also be required to complete a range of written tasks and practical work outside of school hours.

PRE-REQUISITE / SPECIAL REQUIREMENTS

A or B in any Year 11 Visual Arts Subject.

CURRICULUM CHARGES

Not Applicable.

- USB Pocket flash drive 16Gb minimum.
- A3 Display folder with 20 refillable pockets.
- Pencil 2B economy.



CONTENTS

THE ARTS - VISUAL ARTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

VISUAL ARTS YEAR 7

LENGTH
Term

CONTACT PERSON
Arts Leader

CONTENT

Students are introduced to Visual Arts through making and responding. Students will work independently and with their classmates on a range of Visual Arts, which may include, drawing, painting, clay work, design, print making and analysis of artworks.

ASSESSMENT

Assessment in the Arts uses the following Criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Visual Arts.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

VISUAL ARTS YEAR 8

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students make and respond to visual arts independently, and with their classmates, teachers and communities in a course which may cover areas such as drawing and painting, ceramics, design, print making, literacy and history.

ASSESSMENT

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Students in Year 8 will be working towards the Year 8 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy.

VISUAL ARTS YEAR 9

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

Students in Year 9 are encouraged to acquire skills in art by experimenting with a wide range of media and techniques. They will cover a wide range of topics which encourage the imagination, environmental awareness and art skills. Students will also undertake relevant theory work.

ASSESSMENT

Assessment in the Arts uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

At Year 9, students will be working towards the Year 9-10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy

VISUAL ART YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT

In the practical component of the course, students will be encouraged to experiment with dry media and wet media and combine 2D and 3D perspectives in art works. This course also includes a theory component and students' responses to the work of visual artists both past and present. They will also analyse and evaluate their own artworks.

ASSESSMENT

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

At Year 10, students will be working towards the Year 10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

THE ARTS - VISUAL ARTS

GRAPHICS AND ARCHITECTURE YEAR 10

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
In the practical component of the course, students will be encouraged to experiment with 3D media and 2D media, both hand drawn and digital including Adobe Illustrator.

This course also includes a theory component including written student responses to the work of designers and architects. They will also analyse and evaluate their own artworks.

ASSESSMENT
Assessment in the Arts uses the following criteria:

- Making
- Responding

At Year 10, students will be working towards the Year 10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts. Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Not Applicable.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.



CONTENTS

THE ARTS - VISUAL ARTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78



GRAPHICS AND ARCHITECTURE STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
Stage 1 Design encompasses graphic design and architecture. It emphasises a problemsolving approach to initiation and generation of ideas or concepts and the development of visual representation skills to communicate resolutions. It consists of three components or areas of study as shown:
Visual Thinking
Practical Resolution
Visual Arts in Context

ASSESSMENT
The course will consist of:
Folio: One folio documenting visual learning, in support of one major resolved design work.
Practical: One major resolved design work and evaluation of the process.
Visual Study: Exploration of a style of architecture based on research and the analysis of the work of other designers.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students to supply basic stationery requirements as listed in Stage 1 booklist.
Display folder and sketch book

CURRICULUM CHARGES
\$10 for school-based assessment tasks.

STATIONARY REQUIREMENTS
• Not Applicable.

VISUAL ARTS A STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
Stage 1 Visual Art can be taken as one or two single units. It consists of a practical component with development work as well as major pieces of artwork required. Theory work will relate to relevant art topics and involve the student's response using Arts terminology. The three components or areas of study and their weightings are as shown:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context

ASSESSMENT
Students are assessed using the SACE Stage 1 Visual Arts Performance Standards that include the following:
• Knowledge and Understanding
• Practical Application
• Analysis and Response
They will need to submit the following assessment pieces:
• Folio
• Practical
• Visual Study

Be aware this subject involves:
• Public Performance
• Written Tasks (e.g. essays, reports)
• Significant research and reading
• Significant computer work
• Out of school hour commitments

PRE-REQUISITE / SPECIAL REQUIREMENTS
Additional costs may be required for materials specific to this course.

STATIONARY REQUIREMENTS
• A3 Sketch book, spiral bound.
• A3 Display folder with 20 refillable pockets.
• Pencil 2B economy.

VISUAL ARTS B STAGE 1

LENGTH
Semester

CONTACT PERSON
Arts Leader

CONTENT
Stage 1 Visual Art can be taken as one or two single units. It consists of a practical component with development work as well as major pieces of artwork required. Theory work will relate to relevant art topics and involve the student's response using Arts terminology. The three components or areas of study and their weightings are as shown:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context

ASSESSMENT
Students are assessed using the SACE Stage 1 Visual Arts Performance Standards that include the following:
• Knowledge and Understanding
• Practical Application
• Analysis and Response
They will need to submit the following assessment pieces:
• Folio
• Practical
• Visual Study

Be aware this subject involves:
• Written Tasks (e.g. essays, reports)
• Significant research and reading
• Significant computer work
• Out of school hour commitments

PRE-REQUISITE / SPECIAL REQUIREMENTS
Additional costs may be required for materials specific to this course.

STATIONARY REQUIREMENTS
• A3 Sketch book, spiral bound.
• A3 Display folder with 20 refillable pockets.
• Pencil 2B economy.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

EXPLORING AND ACTIVATING IDENTITIES AND FUTURES

EXPLORING IDENTITIES AND FUTURES YEAR 10

LENGTH
Semester

CONTACT PERSON
AIF and EIF Leader

CONTENT

This is a compulsory 10 credit SACE Stage 1 subject undertaken in Year 10. Students consider who they want to be in the future. Students are supported to learn more about themselves, their place in the world, and explore and deepen their sense of belonging, identity. EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners.

ASSESSMENT

Assessment consists of;

- Assessment Type 1: Exploring me and who I want to be (50%)
- Assessment Type 2: Taking Action and showcasing my capabilities (50%)

Students provide four pieces of evidence of their learning for assessment. Each task has a weighting of 25%.

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students must achieve a C Grade or better to achieve SACE.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

ACTIVATING IDENTITIES AND FUTURES STAGE 2

LENGTH
Semester

CONTACT PERSON
AIF and EIF Leader

CONTENT

Activating Identities and Futures is a compulsory 10 credit subject. Each student will have a different learning journey they tailor to their Learning Goal. Students will develop greater awareness and understanding of their own thought processes, decision making and organisation in relation to the learning process.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

- Portfolio (35%)
- Progress Checks (35%)

External Assessment (30%)

- Appraisal

PRE-REQUISITE / SPECIAL REQUIREMENTS

Students must achieve a C Grade or better to achieve SACE.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.



CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

CAREER & WORK EDUCATION

PASSION PROJECT YEAR 10-12

LENGTH
Semester or Full Year

CONTACT PERSON
Interdisciplinary Studies Leader

CONTENT
Students explore personal passions through career pathways, community projects, and hobbies. They can earn SACE credits by collaborating on projects like school murals or gain practical experience and conduct research in fields of interest.

ASSESSMENT
Assessment in this subject is highly adaptable, tailored to meet the individual needs and interests of each.

The flexible SACE subject available include;

- Personal Interest

Integrated Learning (ATAR, completed in Stage 1 or 2 - however if choosing at Stage 2 can not do another integrated learning subject).

- Community Projects/Group Work

Community Connections (Non-ATAR, Stage 2 only)

Community Studies (Non-ATAR, available Stage 1 or 2).

Cross Disciplinary Studies (Non-ATAR, available Stage 1 or 2).

- Work/Career Related

Industry Connections (Non-ATAR, Stage 2). These subjects can be worth either 10 or 20 credits at Stage 1 or Stage 2 levels, depending on the student's choices and requirements.

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students need to carefully consider the balance of their other subjects and be motivated to learn independently.

CURRICULUM CHARGES
Possible charges, dependent on the passion and topic chosen.

STATIONARY REQUIREMENTS

- Not Applicable.

WORKPLACE PRACTICES A & B - STAGE 1

LENGTH
Semester 1 (A), Semester 2 (B)

CONTACT PERSON
Pathways Leader

CONTENT
This subject is designed as a general introduction to the world of work and industry. Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

ASSESSMENT
Assessment consists of:
Folio (50%)
2 tasks relating to the world of work

- Performance (30%):
25-30 hours of Workplace Learning in a VET course OR part-time/volunteer work
- Supervisor Report
- Regular Log and reflection entries.

Reflection (20%)

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students accessing VET courses or involved in Australian School Based Apprenticeships should select this subject, but it is also available to students with part-time/volunteer work. This course can be undertaken as a one semester course (either A or B) or a full year course (both A and B).

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

WORKPLACE PRACTICES-STAGE 2 VET/WORK/VOLUNTEERING FOCUS

LENGTH
Full Year

CONTACT PERSON
Pathways Leader

CONTENT
This subject provides opportunities for students to gain theoretical and practical experience in potential future career areas and builds on their study of a particular industry 'pathway'. It encourages investigation, critical thinking, and problem-solving, and allows for reflection of their own learning. The focus of the learning program is on Industry and Work Knowledge, as well as Vocational Learning. Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

ASSESSMENT
Assessment consists of:
Folio (25%)
3 tasks relating to the world of work
Performance (25%):

- 50-60 hours of Workplace Learning in a VET course OR part-time/volunteer work
- Supervisor Report
- Regular Log and reflection entries.
- Reflection (20%) 2 tasks
- Investigation (30%) External Assessment

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

WORKPLACE PRACTICES SPORTS FOCUS - STAGE 2

LENGTH
Full Year

CONTACT PERSON
Pathways Leader

CONTENT
This subject provides opportunities for students to use their involvement in Sports to explore current issues, learn about the evolving workforce and their rights at work. It encourages investigation, critical thinking, and problem-solving, and allows for reflection of their own learning. The focus of the learning program is on Sports (Industry and Knowledge) as well as Vocational Learning.

ASSESSMENT
Assessment consists of:
Folio (25%)
3 tasks relating to the world of work
Performance (25%) consisting of:

- 50-60 hours of Workplace Learning in a Sporting Association at Community, Club, State or Professional level.
- Supervisor/Coach Report
- Regular Log and reflection entries.

Reflection (20%) 2 tasks
Investigation (30%) External Assessment

PRE-REQUISITE / SPECIAL REQUIREMENTS
Students must be involved in a Sporting Association at Community, Club, State or Professional level.

CURRICULUM CHARGES
Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

CONTENTS

Introduction	3
The Australian Curriculum (AC)	4
South Australian Certificate of Education (SACE)	5
Year 7 at Underdale High School.....	6
English as an Additional Language (EAL) Support	7
Inclusive Learning	8
Specialised Programs	
Automotive.....	9
Football Academy	10
Co-curricular Opportunities.....	12
VET & Pathways Beyond School	15
Curriculum Overview	17
Curriculum Details	
English/EAL.....	20
Health and Physical Education	26
Football Academy.....	31
Humanities and Social Sciences	33
Languages.....	39
Mathematics.....	43
Science	48
Technologies	53
Design Technology.....	55
Digital Technology	59
Food and Textiles Technology	60
The Arts	64
Performing Arts - Drama	65
Performing Arts - Music.....	67
Performing Arts - Dance.....	69
Media - Photography & Film.....	71
Visual Arts	73
Exploring and Activating Identities and Futures (AIF).....	76
Career and Work Education	77
Mentoring Program	78

MENTORING PROGRAM



PROJECT 'U' YEAR 7-11

LENGTH
Full Year

CONTACT PERSON
Year Level Leader

- CONTENT
- Students will learn a range of skills which will support them across many aspects of their learning and interpersonal relationships. These include:
- Building strong and positive relationships
 - Development of physical, social and emotional capacities
 - Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
 - Aspects of the Child Protection Curriculum, for example, understanding psychological pressure and developing problem solving strategies to keep safe
 - Presentations on driver safety
 - VET Courses and career pathways

- ASSESSMENT
- Students will be assessed on:
- Engagement
 - Work Completion

PRE-REQUISITE / SPECIAL REQUIREMENTS

This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

CURRICULUM CHARGES

No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

STATIONARY REQUIREMENTS

- Not Applicable.

PEER SUPPORT YEAR 10

LENGTH
Full Year

CONTACT PERSON
Year Level Leader

- CONTENT
- The Peer Support program builds strong relationships, empowers students, nurtures a sense of belonging, and fosters an anti-bullying culture. Senior students are trained as Peer Leaders, and lead small groups of younger students in weekly structured sessions. The program explores four key concepts: resilience, sense of self, connectedness, and sense of possibility. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. Students learn the social and emotional literacy skills to better manage life's ups and downs.

- ASSESSMENT
- Students will gain the following SACE Credits through Community Studies:
- Stage 1 - 10
 - Stage 2 - 10

SACE pathway only – No ATAR

- Assessment Type 1 (School Assessment) -
- Contract
 - Folio (a record of evidence)
 - Presentation to community audience

- Assessment Type 2 (External Assessment) –
- Summary of community activity
 - Reflection on the completion of the contract of work and community activity -R2 - R3

PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable.

CURRICULUM CHARGES

Not Applicable.

STATIONARY REQUIREMENTS

- Not Applicable.

INDIVIDUAL MENTORING YEAR 12

LENGTH
Full Year

CONTACT PERSON
Year Level Leader

- CONTENT
- Students will learn a range of skills which will support them across many aspects of their transition to career pathways, learning and interpersonal relationships. These include:
- Building strong and positive relationships
 - Development of physical, social and emotional capacities
 - Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
 - Aspects of the Child Protection Curriculum, for example, assessing risk and peer networks for support
 - University presentations and applying for tertiary courses

- ASSESSMENT
- Students will be assessed on:
- Engagement
 - Work Completion

PRE-REQUISITE / SPECIAL REQUIREMENTS

This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

CURRICULUM CHARGES

No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

STATIONARY REQUIREMENTS

- Not Applicable.