



St Francis de Sales
COLLEGE

Year 7-9
Curriculum Handbook
2016



St Francis de Sales
COLLEGE

Dear Parents/Caregivers and Students

Take time to ponder together the exciting array of learning opportunities and challenges offered in the Year 7-9 Handbook! This curriculum booklet outlines our commitment to catering for the diverse interests of young adolescents and to offering engaging and challenging studies that foster a natural love of learning and desire to achieve. Our goals of achieving success and striving for excellence provide the framework for the 7-9 Community at St Francis de Sales College and we hope that you will be inspired by the programs and opportunities provided for your child.

Success in Years 7-9 focuses on organisation, time and task management, and effective study skills, as well as learning strategies such as note taking, outlining, and schematic mapping to deepen students' conceptual understanding and enhance critical thinking. We also encourage each student to develop and pursue areas of personal interest, to think creatively and critically and to develop a genuine sense of social and personal responsibility in school, at home, and in the community.

We are committed to working closely with parents and families to empower our Year 7-9 students to become confident, compassionate, and capable young citizens who will discover and develop their strengths, take pride in their accomplishments, and be well-prepared to take their place in the global community.

Welcome to the exciting mixture of conversations, visioning and planning for learning that this handbook invites you to engage in and we look forward to supporting the decisions and outcomes that emerge for your child as we scope their learning program for 2016.

Yours sincerely

Pam Ronan
Principal

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Year 7-9 Curriculum

Year 7

Full Year Core Subjects

(Unless otherwise stated)

English
Humanities and Social Sciences – History and Geography
Health and Physical Education
Languages – Japanese
Mathematics
Music
Religious Education
Science

One Semester Core Subjects

Elective Subjects

Art
Design and Technology: Plastics and Wood
Home Economics: Introduction to Working in the Kitchen
Introduction to Agriculture: Food and Sustainable Environments

Year 8

English
Humanities and Social Sciences – History and Geography
Health and Physical Education
Languages – Japanese
Mathematics
Music (**One Semester**)
Religious Education
Science

The Arts: Art Principles
The Arts: Drama - Comedy and Mime – It's All in the Timing
Home Economics: All About Food and Food Preparation
Technology: Eco Materials

The Arts: Art - Art Extension
The Arts: Dance - Dance as a Story
The Arts: Drama - Performance – From Page to Stage
The Arts: Music - Create a Riot!
Health and Physical Education: Basketball A (Semester One)
Health and Physical Education: Basketball B (Semester Two)
Health and Physical Education: Soccer Academy
Technology: Integrated Materials

Year 9

English
Humanities and Social Sciences – History and Geography
Health and Physical Education
Languages – Japanese
Mathematics
Religious Education
Science

The Arts: Art
The Arts: Art Design
The Arts: Dance and the Media
The Arts: Drama – Theatre and Improvisation
The Arts: Drama – Scripted Drama – Writing about Social Issues
The Arts: Music
The Arts: Music – Rock The Blues
Health and Physical Education: Basketball A (Semester One)
Health and Physical Education: Basketball B (Semester Two)
Health and Physical Education: Soccer Academy A (Semester One)
Health and Physical Education: Soccer Academy B (Semester Two)
Home Economics: Teenagers and Food Choices
Technologies: Tech – Jewellery Making
Technologies: Tech – Wood, Metal & Things
Introduction to Horticulture
VET: Certificate 1 – Information and Communication Technology

Year 7-9 Full Year Core Subjects

English

Subject Description

The study of English is central to the learning and development of all young Australians.

Students will study a range of texts which explore a variety of themes according to each year level. They will also create their own texts such as poetry and creative writing reflecting on their own on the chosen themes.

Aims

- Learn to listen to, read, view, speak, write, create and reflect on the basic through to increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Year 8/ 9 Level Description

In Years 8 and 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

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

Assessment

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Please refer to the following link for:

- Levels Descriptions 8 - 9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- To view the achievement standards which highlight the expectation of learning in each of the year levels 8 - 9

<http://www.australiancurriculum.edu.au/English/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of English

(Descriptors and Statements from the ACARA Website)

Humanities and Social Sciences – History and Geography

Each subject is a semester in length

Subject Description

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Learning Concepts

History and Geography use an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through the following:

- Letters
- PowerPoint presentations
- Debates
- Essay writing
- Interviews
- Interpretation of primary and secondary sources
- Oral Presentations
- Report - guest speaker visits
- Field Work / Study

Please refer to the following link for:

- Levels Descriptions 8 -9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- To view the achievement standards which highlight the expectation of learning in each of the year levels 8 - 9

<http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10>

<http://www.australiancurriculum.edu.au/History/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Humanities and Social Sciences.

(Descriptors and Statements from the ACARA Website)

Health and Physical Education

Subject Description

Lower Secondary Physical Education is a compulsory subject for students in years 8 and 9. The theory and practical components are taught separately. In theory, the focus is on Personal, Social and Community Health. In practical lessons, the focus is on moving our body, understanding movement and learning through movement.

Aims

Lower Secondary Physical Education will offer a course that provides students with the opportunity to:

- Develop a range of practical skills in an individual and team environment
- Look at issues relating to personal, social and community health
- Understand how students are to be healthy, safe and active as well as communicate and contribute to health and wellbeing
- Move their body, understand their movement and learning through movement

Assessment

Assessment is broken into two areas:

- The ability to identify issues relating to Personal, Social and/or Community Health.
- The ability to demonstrate skills relating to Movement and Physical Activity.
- Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.

Languages – Japanese

Subject Description

The study of Japanese comprises an explicit and integrated focus on language (vocabulary, grammar, and idiomatic expressions), script, katakana, hiragana, and kanji, and culture. The study of this subject offers an opportunity to explore how to communicate meaningfully in diverse contexts and to prepare students for further study in Japanese at a SACE level, or for those who wish to continue with the study of Japanese language at a higher level. Opportunities for authentic interaction in Japanese are provided by integration lessons with visiting Japanese student groups, language-rich excursions to Japanese environments such as restaurants where prepared and culturally appropriate use of the language is required, and teaching is focussed towards the SFdSC trip to Japan which is conducted every alternate year from Year 10 onwards.

Japanese Language

Learning Japanese broadens students' horizons to include the personal, social and employment opportunities that an increasingly interconnected and interdependent world presents. It makes our students aware that despite its status as a world language, a capability in English is not sufficient for real grass-roots interaction and understanding of the thinking patterns and feelings of people from a country of non-Anglo-Saxon cultural and linguistic heritage. It permits us to explore the religious and ethical differences that are part of our separate social and cultural heritages, and encourages us to think outside the square of a world reality that is otherwise rarely questioned. The study of Japanese, in particular, leads to inquiry about and exploration of social expressions and cultural imperatives around the notion of respect and how, why and where it is expressed in Japanese and in Anglo cultures.

Learning Concepts

The four macro skills of listening, speaking, reading and writing are all addressed at each year level. Written work includes the use of the alphabet script where grammatical structures in sentence patterns are introduced and practised. Kanji is used as it is naturally in the Japanese educational system: where the kanji (ideographic) form of a word can be written by students in a sentence, it is used. Explicit teaching of capabilities such as Numeracy, Literacy and Intercultural Understanding at a level which is within the cognitive grasp of each student cohort underpins the content components of each year level course. Extensive written work underpins and consolidates the linguistic components of the course. At Year 8 and 9, students will begin the use of the textbook iiTomo.

Assessment

Each program outlines the assessment processes for each year level, and is consistent with the achievement standards and assessment processes outlined in the Australian Curriculum for Languages. In the Language Component of the courses, the four macro skill domains are assessed through oral, written and listening activities, tests, and games with individual and group work production/participation being part of the assessment process. Increasingly complex production or recognition of integrated and culturally appropriate language choices is required in Years 8 and 9, and almost all of these requirements must be produced or understood through the use of any or all of the three scripts studied. Towards the end of Year 9, students' production is increasingly task-based (e.g. letters, responses, role-plays, interviews), requiring demonstration and integration of multiple skills and knowledge bases, and access to a mental bank of vocabulary, cultural imperatives in its use, and, often, an understanding and acceptance of a non-Anglo thinking style.

Mathematics

Subject Description

The study of Mathematics includes four proficiency strands, these are Understanding, Fluency, Problem Solving and Reasoning. All are an integral part of mathematics content across the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Through research and investigation methods, students develop an awareness of the interconnectedness of the vast array of patterns within our world and Mathematics. They will develop an understanding that patterns are the foundation of our world and they will use their understanding to create and further explore.

Aims

The following aims ensure that students develop:

- Engagement in their learning of mathematical concepts.
- The confidence to be analytical, investigative, skillful and informed mathematicians, both individually and collaboratively.
- Their mastery of mathematics through developing skills of understanding, problem solving, reasoning and fluency.
- Understanding of how to use knowledge and skills to build a future as a lifelong learner of mathematics.

Year 8 - 9 Level Description

In Years 8 and 9, students develop knowledge, understanding and skills about Mathematics as tool to understand patterns and use the patterns to help construct the world around us. Students investigate the relationship between mathematics and foundation patterns to develop an understanding of the strong interconnectedness between the two and how the development of mathematical skill and understanding can assist them to construct their understanding of both. Through research, investigation, application of skills and patterns developed, students make responses to mathematics independently, with their peers, teachers and community whilst developing confidence in their research skills to collect, analyse, and reconstruct data in a meaningful way.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through a selection of the following:

- Investigations
- Tests (pre and post)
- Anecdotally
- Class quizzes
- ICT presentation
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

- Levels Descriptions 8 -9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- To view the achievement standards which highlight the expectation of learning in each of the year levels 8 - 9

<http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Mathematics

(Descriptors and Statements from the ACARA Website)

Music: (Year 7 Only)

Subject Description

Music is exploring, performing, creating, listening and responding to sound and silence.

In the curriculum subject of Music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Student's active participation in music fosters learning for life-long well-being, developing understanding of other times, places, cultures and contexts.

Learning Concepts

Music is chiefly inquiry-based learning where students are encouraged to direct their own learning with the teacher facilitating their musical interests and needs. Students individually and collaboratively engage with the elements and concepts of music, through listening, composing, performing and responding to create, communicate and evaluate music ideas.

Aims

The following aims ensure that students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Assessment

Students rehearse and perform songs and instrumental pieces expressively and with accuracy, they investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using stylistically appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Music: (Year 8 One Semester Only)

Subject Description

Music is exploring, performing, creating, listening and responding to sound and silence.

In the curriculum subject of Music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

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Religious Education

Year 8

Subject Description

Religious Truth and Believing
MITIOG (Made in the Image of God)
Parables
Symbol and Ritual Sacraments

Learning Concepts

It is taught by teacher presentation, immersion in films, inquiry learning and biblical inquiry.

Assessment

Students work in groups to discuss and problem solve scenarios involving moral decision making and religious doctrine. Assessment will take the form of discussion, role play, visual ICTs, essay writing, debate and varied means of assessing knowledge and interpretation.

Year 9

Subject Description

Students interpret and explore revelation given in Scripture, the Creeds and other foundational texts.
Promoting an appreciation of how the process of informing one's conscience enables individuals to exercise authentic freedom when making decisions.
Researching and communicating how the life, death and resurrection of Jesus is celebrated in the seasons and feasts of the Church's Liturgical Year.
Critically reflecting on and applying a Christian ethic of life to a range of contemporary justice and ethical issues.

Learning Concepts

It is taught by teacher presentation, immersion in films, inquiry learning and biblical inquiry.

Assessment

Students work in groups to discuss and problem solve scenarios involving moral decision making and religious doctrine. Assessment will take the form of discussion, role play, visual ICTs, essay writing, debate and varied means of assessing knowledge and interpretation.

Science

Subject Description

Within its practical applications, Students experience scientific discovery and the nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The Science Curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Learning Concepts

Science is inquiry-based and is delivered by a combination of methods including direct instruction, individual and small group work, class discussion and practical work. Multi-media animations, YouTube and DVD are used to enrich teaching and some learning is driven by internet-located materials. All teaching and learning is consistent with the rationales and aims of The Australian Curriculum Science and it is supported by the Oxford Big Ideas Science Textbook.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through the following:

- Investigations
- Tests (pre and post)
- Anecdotally
- Class quizzes
- ICT presentation
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

- Levels Descriptions 8 -9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- To view the achievement standards which highlight the expectation of learning in each of the year levels 8 - 9

<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Science.

(Descriptors and Statements from the ACARA Website)

Year 7 Elective Subjects

Year 7 Art

Subject Description

This course will focus on the four basic elements of Art: Tone, Line, Shape and Colour. Students will complete a range of practical tasks that express personally relevant ideas, influenced by particular artists, movements and styles. Students will be introduced to new techniques of working with various media to create artworks, aiming to extend their knowledge and skills. Analysis and evaluation of other artists and their works will also be introduced, to develop communication skills and arts literacy through the critical thinking.

Aims

- Practise techniques and processes to enhance representation of ideas in their art-making
- Analyse how artists use visual conventions in artworks
- Develop planning skills for art-making by exploring techniques and processes used by different artists
- Critical and creative thinking, using visual arts languages and practices to apply aesthetic judgment

Assessment

Students will create a range of imaginative and skill based works in a variety of media, focusing on the application of techniques and concepts. Students will also complete theoretical tasks to further build their communication skills.

Year 7 Design and Technology: Plastics and Wood

This is a Design and Technology course for those students who wish to use their hands to produce items made out of plastics and wood.

Students learn how to use tools and machinery in a safe and appropriate manner, how to read drawings and to produce items designed by the teacher. They also have the opportunity to design and produce their own ideas.

The course concentrates on the development of hand and designing skills, with a minimum of written work or homework. Students work in a well-equipped workshop with safety as the main priority

Subject Description

Students work in a well-equipped workshop to develop skills and to design and create products that meet a design brief, while developing the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products for intended purposes

Aims

Design and Technology aims to develop in students:

- Critical, enterprising and futures dispositions towards their own and other people's designed and made products, processes and systems
- Capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology
- Broad-ranging design skills to create innovative solutions to design briefs and problems
- Broad-ranging techniques for manipulating materials to create products, processes and systems
- Skills in communicating their thinking, ideas and plans for products, processes and systems
- Capacities of responsible management and duty of care towards themselves and others when designing, making and using
- Capacities to apply their design and technology learning to other areas, to life in the wider community, and in accessing further education and training

Assessment

Assessment is based on short written pieces designing, with a focus on mostly practical work.

Year 7 Home Economics: Introduction to Working in the Kitchen

Subject Description

In this subject students will be introduced to the concepts of safety and hygiene in the kitchen and the basic skill required for food preparation.

Students will examine why we eat food and its importance for good health. The recipes students complete will reflect healthy eating choices.

Aims

- Assist students to develop the knowledge and skills to make informed decisions, plan strategies and implement and evaluate actions that promote growth and development, health related behaviours, effective relationships, safe and effective use of equipment and tools and the management of resources.
- Engage students in developing interpretative skills, communication skills, problem solving skills, investigative skills and practical skills that will assist them with daily living and in future occupations.
- To encourage participation that enables all students to develop confidence and satisfaction in doing, achieving and being successful in their work.
- Encourage the development of social and group working skills as students participate in a number of varied learning situations.
- Develop safety and hygiene habits that are fundamental not only in school but also in the home and in future occupations.
- Give an appreciation and understanding of tools and equipment, materials and foods associated with Home Economics.
- In this subject students will learn about working in the kitchen and various cooking processes and preparation methods to create healthy balanced recipes. Students will be introduced to the concept of nutrition and making healthy teenage food choices.

Topics to be covered include

- Working in the kitchen
- Preparation techniques
- Cooking processes
- Why we eat food
- Importance of food for good health
- Impact of fast food and poor snacking on teenage health
- Practical tasks – ongoing food preparation relating to the topics covered

Assessment

- Work reports
- Practical tasks
- Investigations
- Class involvement in discussion, written tasks and worksheets

Year 7 Introduction to Agriculture: Food and Sustainable Environments

Students will need to enjoy learning through participation and learning that takes place outside of a standard classroom. This dynamic and hands-on approach allows students to learn about the natural environment and sustainability whilst meeting educational curriculum standards. They will need to have an interest in the natural environment and gardening while enjoy the practicality of working with, and on, the land. This course will be conducted in the newly built Trade Skills Centre, which incorporates propagation, community garden and greenhouse areas.

Subject Description

This course will provide students with a basic knowledge and understanding of how Agricultural food and farming is not only imperative to Australia's economic and social prosperity, but is also an important part of working towards a solution for the world's sustainability issues, with a strong environmental focus. Students will become eco-literate through their introduction to the basic principles of permaculture. Teaching and learning will occur in relation to growing fresh fruit and vegetables as well as invigorating school grounds and assisting in irrigation and landscaping projects.

Aims

The emphasis of this course is on the practical application of learning through participation. Students learn how to work safely, collaboratively and become good communicators.

Assessment

Assessment is based on short written pieces and practical work. The course has a cross-curriculum focus of English, Science, Mathematics and Design & Technology which enables students to reinforce numeracy and literacy skills in a practical based manner and in real world context.

Year 8 One Semester Core Subjects

Year 8 The Arts: Art Principles

Subject Description

Students will be introduced to a variety of arts techniques, styles and media to create works that express personally-relevant ideas and subject matter. A focus is on the development of skills with a variety of two dimensional and three dimensional art media including charcoal, pencil, paint, printing and clay. Students will be introduced to various art concepts and artists to identify and recognise the influence of arts within society and how other artists use visual conventions and viewpoints to communicate these ideas and apply it to their artworks. Analysis skills are also introduced to enable students to form a growing understanding of the history and context of art, together with developing arts literacy. This may be supplemented with visits to exhibitions and galleries.

Aims

- Practise techniques and processes to enhance representation of ideas in their art-making
- Analyse how artists use visual conventions in artworks
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making
- Develop planning skills for art-making by exploring techniques and processes used by different artists
- Experiment with visual arts conventions, techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment

Assessment

Students will create a range of imaginative and skill based works in a variety of media, focusing on the exploration and development of techniques and processes, to demonstrate skills in their art-making. Students will also complete a range of theoretical tasks to identify features and purposes of visual art works, to further develop their literacy skills when discussing and communicating about works of art.

Year 8 The Arts: Drama - Comedy and Mime – It's All in the Timing

Subject Description

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future.

Aims

- To ensure that students can speak confidently and audibly before and audience, without breaking concentration.
- To give students experience in improvisation and movement, both individually and in small groups.
- To educate students to develop believable characters both in improvisation and scripted works.
- To help students to constructively discuss what they are learning and arm them with tools to improve their performance.
- Perform physical comedy, including a slip, a trip and a fall.
- Explore and demonstrate how status relationships between characters create comedy.
- Utilise the skills of imitation and exaggeration to create parody.
- To express emotion and tell a story through physical and facial expression.

Year 8 Level Description

Year 8 Drama is a semester course which develops the students' basic social and group skills necessary for meaningful Drama to take place. They will learn how to distinguish the different forms and genres of Drama through class discussions and small group workshops. Students will also develop the ability to devise, improvise and create credible characterisations through small group performances. The main focus will be comedy and mime which are unique and distinctive genres with extensive histories. They have evolved into a wide range of forms and styles. The study of Mime is a natural extension to Comedy, incorporating Boss and Lackey and physical humour.

Assessment

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare short performances based around slapstick and Boss and Lackey, the ability to identify, analyse and critique their own, and others, performances and the ability to identify drama from around the world.

Year 8 Home Economics - All about Food and Food Preparation

Subject Description

In this subject students will learn about working in the kitchen and various cooking processes and preparation methods to create healthy balanced recipes. Students will be introduced to the concept of nutrition and the importance of eating a healthy balanced diet with a focus on Breads and Cereals, Vegetables and Legumes and the Fruit Group. The importance of eating regular meals and choosing healthy food options, with a focus on Breakfast, will be an important component of this course.

Outcomes

In Home Economics students will achieve the following outcomes

- Investigate, plan and use health practices, behaviours and resources to promote health, safety and wellbeing
- Develop skills to evaluate health information and express health concerns
- Food Production – Analyse how foods are produced when designing managed environments and how these can become more sustainable
- Food Specialisations – Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating
- Producing – Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make design solutions
- Evaluating – Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability

Topics to be covered include:

Working in the Kitchen
Cooking processes
Why we eat food
Why the body needs food
Nutrition and Nutrients
The Australian Dietary Guidelines
Food selection Guides
All about Grains and Cereals
Importance of Breakfast
All about Vegetables
All about Legumes
All about Fruit
Practical Tasks – ongoing food preparation relating to the topics covered

Assessment

Work reports
Practical Tasks
Folios
Investigations
Class involvement in discussion, written tasks and worksheets

Year 8 Technology: Eco Materials

Subject Description

This subject is a traditional Design and Technology course with an emphasis on eco technology and sustainable resource materials. It is for students who wish to use their hands to produce items made from a number of materials in the Tech workshop.

Students will learn how to use tools and machinery in a safe and appropriate manner to produce items made of wood, metal and electronic components. Students will learn to read drawings to produce items designed by the teacher and to produce their own sketches and drawings for item they design. Projects will include a metal pencil case and a wooden carry all. The main project will be a LED reading or mood light designed and produced by the student.

The course concentrates on the development of hand skills and designing skills, with a minimum of written work or homework. Students work in a well-equipped workshop with safety as the main priority.

Aims

Design and Technology aims to develop in students:

- Critical, enterprising and futures dispositions towards their own and other people's designed and made products, processes and systems
- Capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology
- Broad-ranging design skills to create innovative solutions to design briefs and problems
- Broad-ranging techniques for manipulating materials to create products, processes and systems
- Skills in communicating their thinking, ideas and plans for products, processes and systems
- Capacities of responsible management and duty of care towards themselves and others when designing, making and using
- Capacities to apply their design and technology learning to other learning areas, to life in the wider community, and in accessing further education and training

Year 8 Level Description

Students work in a well-equipped workshop to develop skills and to design and create products that meet a design brief, while developing the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products for intended purposes

Assessment

Assessment is based on short written pieces, designing and practical work.

Year 8 Elective Subjects

Year 8 The Arts: Art Extension

Subject Description

Students will focus on developing and expanding their skills, techniques and style to create works in a variety of media that express personally-relevant ideas and subject matter. A focus is on the extension of students' interdependence through various practical tasks with two dimensional and three dimensional art media, as well as further development and refinement of students' communication skills through critical thinking and analysis of artists and their works. Students will look further into the influence of arts and artists within society, to increase their thinking, understanding and recognition of features and purposes of visual artworks and apply these to their artworks. This may be supplemented with visits to exhibitions and galleries.

Aims

- Practise techniques and processes to enhance representation of ideas in their art-making
- Analyse how artists use visual conventions in artworks
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making
- Develop planning skills for art-making by exploring techniques and processes used by different artists
- Experiment with visual arts conventions, techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment

Assessment

Students will create a range of imaginative and skill based works using a variety of art techniques and media, in 2D and 3D, extending and refining their knowledge and skills to create works with personal relevance. Students will also complete a range of theoretical tasks to identify features and purposes of visual art works, to further develop their literacy skills when discussing and communicating about works of art.

Year 8 The Arts: Dance - Dance as a Story

Subject Description

This dance course is designed to allow students to explore dance through interpreting choreography to find and understand the meaning of the dance as a story and expression of self or others.

Students will learn how to appreciate dance as an expressive art form through choreography, performance, practice, practitioners and media experiences in their world.

Aims

Dance aims to develop in students:

- A knowledge, skills and understanding of dance as an interpretive art form
- The ability to enable a transformation of the realistic to abstract to enhance and develop a movement vocabulary
- Style specific techniques
- Application and understanding of the body's capabilities using safe dance practices
- Analysis of a choreographer's use of the elements of dance to communicate a narrative using style specific terminology
- Knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse roles, traditions, histories and cultures
- Dance as active participants and as an informed audience.

Assessment

Assessment is based on active participation along with a short written piece responding to storytelling through dance practice and practitioners.

Year 8 The Arts: Drama - Performance-From Page to Stage

Subject Description

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future.

Aims

- To allow students to use drama to explore and express their individual and social identities.
- To give the students the opportunity to write scripts and explore genres of their choice.
- Identify the techniques and conventions of theatre performance.
- Develop speech and movement skills to enhance character portrayal.
- Apply a process to create, record and perform a scripted theatre performance.
- Create, perform and evaluate a live theatre performance.

Year 8 Level Description

The course is completed over one semester. It further develops and extends the student's knowledge and understanding of the elements of Drama, enabling them to communicate effectively through voice, gesture, movement and group cooperation through group devised performances. They critically reflect and analyse professional theatre their own and other students' work. Students will explore the techniques and conventions of staged theatre.

Theatre is often visually powerful, and may rely upon the power of symbolism to achieve a dramatic effect. By exploring and discussing theatre performance, and key practitioners such as Stanislavski and Brecht, the students will appreciate and understand the ways in which they can create powerful and engaging theatre. They then form small groups and create, direct and perform their production to a live audience. They will practise directing and production tasks and responsibilities, and refine and practise for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements.

Assessment

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare scripted performances, the ability to identify, analyse and critique their own, and others, performances and the ability to identify drama from around the world. The major assessment piece will be their final production in the latter part of the course where they will perform in small groups to a live audience.

Year 8 The Arts: Music - Create a Riot!

Subject Description

This unit of work is a student-directed discovery of their own process of songwriting, utilising group-based activities in performing, listening, composing and improvisation and cultivating a sense of exploration of different composition pathways. Students will be encouraged to use current issues to develop their own protest song, learning about chords, melody, structure and lyrics. Final compositions will be recorded and presented.

Aims

The following aims ensure that students develop:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians, both individually and collaboratively.
- Knowledge, understanding and skills in music through developing skills in musicianship, composing, performing, improvising, responding and listening with intent and purpose.
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- Understanding how to use knowledge and skills to build a future as a global music citizen who engages with music for a lifetime.

Year 8 Level Description

In Year 8, students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. They make and respond to music independently, with their peers, teachers and community. Students use understanding of elements and concepts, instruments and styles to improvise, compose and arrange music in a variety of contexts. Students use their musicianship to realise expressive and stylistic features of the works they perform. They record and share their music and access other people's music using available technologies and notations. Students respond to their own, their peers' and others' music.

Assessment

Students rehearse and perform songs and instrumental pieces, they investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Year 8 Health and Physical Education: Basketball A (Semester One)

This subject will be run in Semester One only and can be undertaken as a standalone one semester subject.

Subject Description

The focus of the Basketball Academy at Year 8 is to develop the whole person by exposing students to all facets of the game.

The Academy will deliver a high quality basketball program aiming to developing students' abilities whilst educating students on how to create a successful outlook with regards to sportsmanship both on and off the court. The on court content will involve students working through an in depth study of a range of basic skill set sessions, offensive and defensive principals, team structure and game play scenarios.

The off court content will allow the students to complete analysis, inquiries, evaluations and presentations of a variety of issues such as rules of basketball, understanding offence & defence, injury prevention, styles of gameplay from around Asia and analysing statistics.

There will also be a chance to complete a range of basketball related courses to aid students in developing the skills required for community service.

Learning Concepts

The emphasis of this program is to provide a high quality basketball program that provides students with a wide range of opportunities. The program will have both a strong interactive, inquiry-based learning targeted at the developing the skill set required for the performance of elite athletes. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher.

Assessment

Students will be assessed on their dedication and commitment to all activities. This will involve the display of personal skills and an ability to participate in all aspects of the on and off court content. Students will also be required to demonstrate a high level of knowledge and understanding of game in both the practical and theoretical components.

Subject Requirements

Students need to meet certain requirements in order to be eligible to study this subject. They will be required to:

- Complete the online application process
- Show evidence of their academic history and be at an acceptable academic standard
- Demonstrate a high understanding and skill level within the sport
- Provide a written recommendation from their current basketball (highest playing level) coach

More details about this can be found on the school website in the *Basketball Academy* section.

Year 8 Health and Physical Education: Basketball B (Semester Two)

This subject will be run in Semester Two only and can be undertaken as a standalone one semester subject. Basketball B complements the teaching of Basketball A.

Subject Description

The focus of the Basketball Academy at Year 8 is to develop the whole person by exposing students to all facets of the game.

The Academy will deliver a high quality basketball program aiming to developing students' abilities whilst educating students on how to create a successful outlook with regards to sportsmanship both on and off the court. The on court content will involve students working through an in depth study of a range of basic skill set sessions, offensive and defensive principals, team structure and game play scenarios.

The off court content will allow the students to complete analysis, inquiries, evaluations and presentations of a variety of issues such as diet and nutrition, strapping course, styles of gameplay from around North America, management of workload and recovery and analysing statistics.

There will also be a chance to complete a range of basketball related courses to aid students in developing the skills required for community service.

Learning Concepts

The emphasis of this program is to provide a high quality basketball program that provides students with a wide range of opportunities. The program will have both a strong interactive, inquiry-based learning targeted at the developing the skill set required for the performance of elite athletes. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher.

Assessment

Students will be assessed on their dedication and commitment to all activities. This will involve the display of personal skills and an ability to participate in all aspects of the on and off court content. Students will also be required to demonstrate a high level of knowledge and understanding of game in both the practical and theoretical components.

Subject Requirements

Students need to meet certain requirements in order to be eligible to study this subject. They will be required to:

- Complete the online application process
- Show evidence of their academic history and be at an acceptable academic standard
- Demonstrate a high understanding and skill level within the sport
- Provide a written recommendation from their current basketball (highest playing level) coach

More details about this can be found on the school website in the *Basketball Academy* section.

Year 8 Health and Physical Education: Soccer Academy

Subject Description

The focus of the Soccer Academy at Year 8 is to develop the whole person by exposing students to all areas of the game.

The course will involve students improving their fitness and basic skills of the game throughout the semester which will be monitored through skills testing, fitness testing and a Performance Journal.

Students will be introduced to the skills involved with both Soccer and Futsal. They will work on skill analysis to improve their skills and develop specific training techniques to improve areas of their game. Students will have the opportunity to demonstrate the skills in game settings as well as participate in organised games.

Learning Concepts

The emphasis of this program is on interactive, inquiry-based learning and enjoyment of physical activity. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher.

Assessment

Students will be assessed on their participation in all activities. This will involve demonstrating personal skills and an ability to participate in games. They will also need to demonstrate knowledge of rules in a practical and theoretical sense.

Subject Requirements

Students need to have shown an interest in Soccer and Physical Education in the middle years.

Year 8 Technology: Integrated Materials

Subject Description

This course is a traditional Tech Studies course for those students who wish to use their hands to produce items made out of a number of materials in the Tech workshop.

Students will learn how to use tools and machinery in a safe and appropriate manner to produce items made of wood, metal, plastic and components. Students will learn to read drawings to produce items designed by the teacher, and to produce their own sketches and drawings for items designed by themselves. Projects will include a metal pencil case, a plastic bowl and a wooden toy. The main project will be an LED reading or mood light designed and produced by the student. Students also learn how to use the 3D CAD program, 'Inventor', and an electronics program, 'Circuit Wizard'.

The course concentrates on the development of hand skills and designing skills, with a minimum of written work or homework. Students work in a well-equipped workshop with safety as the main priority.

Aims

Design and Technology aims to develop in students:

Critical, enterprising and futures dispositions towards their own and other people's designed and made products, processes and systems.

Capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology.

Broad-ranging design skills to create innovative solutions to design briefs and problems.

Broad-ranging techniques for manipulating materials to create products, processes and systems.

Skills in communicating their thinking, ideas and plans for products, processes and systems.

Capacities of responsible management and duty of care towards themselves and others when designing, making and using.

Capacities to apply their design and technology learning to other learning areas, to life in the wider community, and in accessing further education and training.

Year 8 Level Description

Students work in a well-equipped workshop to develop skills and to design and create products that meet a design brief, while developing the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products for intended purposes.

Assessment

Assessment is based on short written pieces, designing and practical work.

Year 9 Elective Subjects

Year 9 The Arts: Art

Subject Description

Students who plan to study Art or Design at a Stage One level must complete a semester of either Art or Design in Year 9. In this course students will explore a variety of arts techniques, styles and media to create works that express personally-relevant ideas and subject matter. A focus is on the extension and development of skills with a variety of two dimensional and three dimensional art media. Students will be introduced to the structured format of a Visual Study, which explores art movements and artists through the critical analysis of works and practical exploration of media. This is to increase their thinking, understanding and recognition of the influence on arts within society and to extend and develop their artistic language, in preparation for this assessment component at a Stage One level. This course may also include visits to exhibitions and galleries.

Aims

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style
- Develop and refine techniques and processes to represent ideas and subject matter in their art works
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making
- Develop planning skills for making art works through the exploration of concepts, techniques and media used by different artists
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- Critical and creative thinking, using artistic language, terminology, theories and practices to apply aesthetic judgment

Assessment

Students create a range of imaginative and skill based works, in a variety of 2D and 3D media. This course focuses on the human person and includes topics such as portraiture, the human figure, masks and human emotions. A range of theory tasks are completed to further develop students' knowledge and understanding of the specific artistic language that is required, when discussing artists and their works.

Year 9 The Arts: Art-Design

Subject Description

Students who plan to study Art or Design at a Stage One level must complete a semester of either Art or Design in Year 9. In this course students are introduced to the three areas of Design, Graphic, Product and Environmental. A focus is on the design process, in particular, the ability to explore concepts and resolutions using a variety of techniques and media. Students will be introduced to the structured format of a Visual Study, which explores a variety of careers in Design, through the critical analysis of works and practical exploration of media. This is to increase their thinking, understanding and recognition of the influence of design within society and to extend and develop their design language, in preparation for this assessment component at a Stage One level. This course may also include visits to exhibitions and galleries.

Aims

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Develop and refine techniques and processes to enhance representation of ideas in their design works
- Analyse how designers use visual conventions in various design works
- Identify and connect specific features and purposes of design works from contemporary and past times to explore their purpose and enrich their problem solving
- Develop planning skills for making design works through the exploration of concepts, techniques and media used by different designers
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- Critical and creative thinking, using design language, terminology, theories and practices to apply aesthetic judgment

Assessment

Students will create a range of imaginative and skill based works, such as a logo, product, packaging and a floorplan, using a variety of media. A range of theory tasks are completed to further develop students' knowledge and understanding of the specific design language that is required, to further develop their literacy skills when discussing designers and their works.

Year 9 The Arts: Dance and the Media

Subject Description

This dance course is designed to allow students to explore dance through creative media artworks. They collaborate in design, production and distribution processes. They manipulate equipment and technologies to meet an intended audience expectation and experience. They participate in creating dance routines for a range of contexts and audiences. Students interpret how media conventions are manipulated to create representations and meaning in film, television, video clips and advertising. They evaluate how social and ethical issues influence the making and using of dance.

Students will learn how to appreciate dance as an expressive art form through choreography, performance, practice, practitioners and media experiences in their world. Students who are considering studying Dance at a Stage One level are strongly advised to participate in Year 9 Dance.

Aims

Dance aims to develop in students:

- A knowledge, skills and understanding of dance as an interpretive art form
- The ability to enable a transformation of the realistic to abstract to enhance and develop a movement vocabulary
- Style specific techniques
- Application and understanding of the body's capabilities using safe dance practices
- Analysis of a choreographer's use of the elements of dance to communicate a narrative using style specific terminology
- Knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse roles, traditions, histories and cultures
- Dance as active participants and as an informed audience
- Consider social, ethical and regulatory implications of using dance in the media

Assessment

Assessment is based on active participation along with a short written piece responding to dance and the media.

Year 9 The Arts: Drama - Theatre and Improvisation

Subject Description

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future. It is recommended that students who are considering participating in Drama at a Stage One level enroll in at least one semester of Drama in Year 9.

Aims

- To allow students to use drama to explore and express their individual and social identities.
- To give students the opportunity to write scripts and explore genres of their choice.
- Draw on personal stories and historical events as the basis for performance work.
- Utilise skills of listening, interpretation and improvisation to 'playback' personal stories.
- Examine and explore how Bertolt Brecht's Epic Theatre and Stanislavski's methods for acting can be used to shape their performance.

Year 9 Level Description

The course is completed over one semester. It further develops and extends the student's knowledge and understanding of the elements of Drama, enabling them to communicate effectively through voice, gesture, movement and group cooperation through group devised performances. They critically reflect and analyse their own and other students' work. Playback Theatre uses personal stories from the audience and employs improvisation and elements of realistic and nonrealistic theatre. They then form small groups and create, direct and perform their creation to a live audience. They will practice directing and production tasks and responsibilities, and refine and practice for their performances. Students will explore and practice for more complex theatre forms and styles from a range of traditions and movements.

Assessment

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare scripted performances, the ability to identify, analyse and critique their own, and others, performances and the ability to identify drama from around the world. The major assessment piece will be their final production in the latter part of the course where they will perform in small groups to a live audience.

Year 9 The Arts: Drama - Scripted Drama- Writing about Social Issues

Subject Description

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future. It is recommended that students who are considering participating in Drama at a Stage One level enroll in at least one semester of Drama in Year 9.

Aims

- To allow students to use drama to explore and express their individual and social identities.
- To give students the opportunity to write scripts and explore genres of their choice.
- To expose students to the wonders of live, professional theatre.
- Recognise how theatre and drama reflect and explore aspects of Australian society and human experience.
- Apply a process to create, write, edit and publish a script that explores aspects of Australian society, politics and/or history.
- Identify and explain how the playwright incorporates dramatic form, dramatic techniques and dramatic conventions for a specific purpose.
- Present a rehearsed piece of Drama to an audience.

Year 9 Level Description

The course is completed over one semester. It further develops and extends the student's knowledge and understanding of the elements of Drama, enabling them to communicate effectively through voice, gesture, movement and group cooperation through group devised performances. They critically reflect and analyse their own and other students' work. The students will explore the role of the Australian playwright in creating scripted drama. By exploring and discussing the work of the playwright, the students will appreciate and understand the ways in which this theatre practitioner examines and reflects our society. The students will also undertake exercises and activities to help write their own script. They then form small groups and create, direct and perform their creation to a live audience. They will practice directing and production tasks and responsibilities, and refine and practice for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements.

Assessment

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare scripted performances, the ability to identify, analyse and critique their

own, and others, performances and the ability to identify drama from around the world. The major assessment piece will be their final production in the latter part of the course where they will perform in small groups to a live audience.

Year 9 The Arts: Music – Pop Go the Classics

Subject Description

In this course, students further develop their understanding and use of musical elements, features and practices within a range of musical contexts through a unit entitled 'Pop Go the Classics'. Students perform Pachelbel's Canon with multiple layers and/or in different styles. They then write a rap or simple melody with Pachelbel as a backing sample, using music technology and/or live instruments. Students look at how classical music is used in different ways in modern music, from advertising and films through to popular music (rock, pop, hip-hop, techno, etc). By watching and listening to current advertisements, students explore how composers write music that encourages the target audience to buy a product or service. Using ICT, students compose their own music for their chosen advert and add a voice-over.

Recommendation: Students are strongly encouraged to undertake at least one semester of Music if they are considering studying the subject at Stage One level.

Aims

The following aims ensure that students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians, both individually and collaboratively.
- Knowledge, understanding and skills in music through developing skills in musicianship, composing, performing, improvising, responding and listening with intent and purpose.
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- Understanding how to use knowledge and skills to build a future as a global music citizen who engages with music for a lifetime.

Year 9 Level Description

In Year 9, students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. They make and respond to music independently, with their peers, teachers and community. Students use understanding of elements and concepts, instruments and styles to improvise, compose and arrange music in a variety of contexts. Students use their musicianship to realise expressive and stylistic features of the works they perform. They record and share their music and access other people's music using available technologies and notations. Students respond to their own, their peers' and others' music.

Assessment

Students rehearse and perform songs and instrumental pieces, they investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Year 9 The Arts: Music - Rock The Blues

Subject Description

This is an introduction to the traditions of the Blues and its influence on modern music. Students look at the development of the 12-bar blues and improvisation through both individual and small group performances leading to an understanding of early Rock 'n' Roll chord progressions. They will compose their own Blues and/or Rock Music over the blues progression as well as learn chords, bass lines and improvisational skills. Students will also look at the development of Rock Music from the 1950's through to today and discover the many careers on offer within the music industry.

Recommendation: Students are strongly encouraged to undertake at least one semester of Music if they are considering studying the subject at Stage One level.

Aims

The following aims ensure that students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians, both individually and collaboratively
- Knowledge, understanding and skills in music through developing skills in musicianship, composing, performing, improvising, responding and listening with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- Understanding how to use knowledge and skills to build a future as a global music citizen who engages with music for a lifetime

Year 9 Level Description

In Year 9, students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. They make and respond to music independently, with their peers, teachers and community. Students use understanding of elements and concepts, instruments and styles to improvise, compose and arrange music in a variety of contexts. Students use their musicianship to realise expressive and stylistic features of the works they perform. They record and share their music and access other people's music using available technologies and notations. Students respond to their own, their peers' and others' music.

Assessment

Students rehearse and perform songs and instrumental pieces, they investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Year 9 Health and Physical Education: Basketball A (Semester One)

This subject will be run in Semester One only and can be undertaken as a standalone one semester subject.

Subject Description

The focus of the Basketball Academy at Year 9 is to continue developing the whole person by exposing students to all facets of the game.

The Academy will deliver a high quality basketball program aiming to developing students' abilities whilst educating students on how to create a successful outlook with regards to sportsmanship both on and off the court. The on court content will involve students working through an in depth study of a range of basic skill set sessions, offensive and defensive principals, team structure and game play scenarios.

The off court content will allow the students to complete analysis, inquiries, evaluations and presentations of a variety of issues such as understanding offence and defence, styles of gameplay from around Europe, athlete case studies, game day preparation and analysing statistics. There will also be a chance to complete a range of basketball related courses to aid students in developing the skills required for community service.

Learning Concepts

The emphasis of this program is to provide a high quality basketball program that provides students with a wide range of opportunities. The program will have both a strong interactive, inquiry-based learning targeted at the developing the skill set required for the performance of elite athletes. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher.

Assessment

Students will be assessed on their dedication and commitment to all activities. This will involve the display of personal skills and an ability to participate in all aspects of the on and off court content. Students will also be required to demonstrate a high level of knowledge and understanding of game in both the practical and theoretical components.

Subject Requirements

Students need to meet certain requirements in order to be eligible to study this subject. They will be required to:

- Complete the online application process
- Show evidence of their academic history and be at an acceptable academic standard
- Demonstrate a high understanding and skill level within the sport
- Provide a written recommendation from their current basketball (highest playing level) coach

More details about this can be found on the school website in the *Basketball Academy* section.

Year 9 Health and Physical Education: Basketball B (Semester Two)

This subject will be run in Semester Two only and can be undertaken as a standalone one semester subject. Basketball B complements the teaching of Basketball A.

Subject Description

The focus of the Basketball Academy at Year 9 is to continue developing the whole person by exposing students to all facets of the game.

The Academy will deliver a high quality basketball program aiming to developing students' abilities whilst educating students on how to create a successful outlook with regards to sportsmanship both on and off the court. The on court content will involve students working through an in depth study of a range of basic skill set sessions, offensive and defensive principals, team structure and game play scenarios.

The off court content will allow the students to complete analysis, inquiries, evaluations and presentations of a variety of issues such as fitness planning, strapping course, analysing statistics and basketball pathways. There will also be a chance to complete a range of basketball related courses to aid students in developing the skills required for community service.

Learning Concepts

The emphasis of this program is to provide a high quality basketball program that provides students with a wide range of opportunities. The program will have both a strong interactive, inquiry-based learning targeted at the developing the skill set required for the performance of elite athletes. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher.

Assessment

Students will be assessed on their dedication and commitment to all activities. This will involve the display of personal skills and an ability to participate in all aspects of the on and off court content. Students will also be required to demonstrate a high level of knowledge and understanding of game in both the practical and theoretical components.

What do you need?

Students need to meet certain requirements in order to be eligible to study this subject. They will be required to:

- Complete the online application process
- Show evidence of their academic history and be at an acceptable academic standard
- Demonstrate a high understanding and skill level within the sport
- Provide a written recommendation from their current basketball (highest playing level) coach

More details about this can be found on the school website in the *Basketball Academy* section.

Year 9 Health and Physical Education: Soccer Academy A (Semester One)

This subject will be run in Semester One only and can be undertaken as a standalone one semester subject.

Subject Description

The focus of the Soccer Academy at Year 9 is to develop the whole person by exposing students to all areas of the game. This focus will be broken down into two key areas: Personal Skills and Team Development. Personal Skills will involve students improving their fitness and skill base throughout the semester which will be monitored through games, fitness testing and a Performance Journal. Team Development will include the completion of an Online Laws of the Game Certificate (Introduction to Refereeing), an introduction to basic coaching, an analysis of team movement and tactics, plus an introduction to injury prevention and management. Students will have the opportunity to demonstrate the skills learnt through planning, coordinating and coaching a five aside soccer tournament, as well as participation in organised games.

Learning Concepts

The emphasis of this program is on interactive, inquiry-based learning. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher. They will also work collaboratively to plan and organise training sessions and tournaments.

Assessment

Students will be assessed on their participation in all activities in each key area. This will involve demonstrating personal skills and an ability to participate in games, as well as coordinate games. They will also need to demonstrate knowledge of rules in a practical and theoretical sense. A completion of the Online Laws of Game Certificate is compulsory.

Subject requirements

Students need to have shown an interest in Soccer and Physical Education in the middle years.

Year 9 Health and Physical Education: Soccer Academy B (Semester Two)

This subject will be run in Semester Two only and can be undertaken as a standalone one semester subject. Soccer Academy B complements the teaching of Soccer Academy A.

Subject Description

The focus of the Soccer Academy B at Year 9 is to continue to develop the whole person by exposing students to all areas of the game. This focus will again be broken down into two key areas: Personal Skills and Team Development. These areas will include an introduction to concepts studied in Stage One of Physical Education: Soccer Academy and further Physical Education subjects. This involves an analysis of Exercise Physiology and Physical Activity and the Acquisition of Skills and the Biomechanics of Movement. Students will have the opportunity to demonstrate the skills learnt through planning, coordinating, officiating and coaching, as well as participation in organised games. It is recommended that students who are considering participating in Soccer Academy B should enroll in Soccer Academy A in Semester One.

Learning Concepts

The emphasis of this program is on interactive, inquiry-based learning. Students will work on improving their own fitness and skills base through collation and analysis of their own results, in consultation with their teacher. They will also work collaboratively to plan and organise training sessions and tournaments.

Assessment

Students will be assessed on their participation in all activities in each key area. This will involve demonstrating personal skills and an ability to participate in games, as well as coordinate games. They will also need to demonstrate knowledge of rules in a practical and theoretical sense. Students will also be tested on their knowledge of the theory component of the course.

Subject Requirements

Students need to have shown an interest in Soccer and Physical Education in the middle years.

Year 9 Home Economics: Teenagers and Food Choices

Subject Description:

In this subject students will revise safety and hygiene procedures and expand on the basic skills needed in food preparation and cooking techniques.

Students will extend their knowledge of nutrition and teenage eating habits and they will experience a range of recipes to support healthy eating choices. Students will look in detail at cooking with milk and milk products and cooking with meat and legumes.

Students will study the history of food in Australia since aboriginal times and the influences migration has had on the Australian food scene.

Outcomes

In Home Economics students will achieve the following outcomes:

- Investigate, plan and use health practices, behaviours and resources to promote health, safety and wellbeing
- Develop skills to evaluate health information and express health concerns
- Food Production – Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating
- Producing – Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make design solutions
- Evaluating – Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability

Topics to be covered include

Safety and Hygiene in the Kitchen
Cooking methods used in food preparation
Australian Dietary Guideline
Food Selection Guides
Healthy Food Choices for teenagers – snacking, fast food etc
All about milk
All about meat
All about legumes
History of food in Australia
Bush Tucker
Early Settlers
British based food traditions
Impact of Migration
Foods from around the world
Practical Tasks – ongoing food preparation relating to the topics covered

Assessment

Work reports
Practical Tasks
Folios
Investigations
Class Involvement in discussion, written tasks and worksheets

Year 9 Technologies: Tech - Jewellery Making

Subject Description

This course is about designing and making jewellery. It is for students who would like to learn the designing process for jewellery, and the skills to design the items. Each piece will be individual. Students are able to make something that is unique.

Items made will include pendants, ear-rings, bracelets and rings. These can be made using a variety of materials including bronze, brass, aluminium, nickel silver and silver.

The course concentrates on the development of hand skills and design skills. Students work in a well-equipped workshop.

Aims

Design and Technology aims to develop in students:

- Ethical, critical, enterprising and futures dispositions towards their own and other people's designed and made products, processes and systems
- Capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology
- Broad-ranging design skills to create innovative solutions to design briefs and problems
- Broad-ranging techniques for manipulating materials to create products, processes and systems
- Skills in communicating their thinking, ideas and plans for products, processes and systems
- Capacities of responsible management and duty of care towards themselves and others when designing, making and using
- Capacities to apply their design and technology learning to other learning areas, to life in the wider community, and in accessing further education and training

Year 9 Level Description

Students work in a well-equipped workshop to develop skills and to design and create products that meet a design brief, while developing the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products for intended purposes.

Assessment

Assessment is based on short written pieces, design and practical work.

Year 9 Technologies: Tech - Wood, Metal & Things

Subject Description

This course is a traditional Tech Studies course for those students who wish to use their hands to produce items made out of a number of materials in the Tech workshop.

Students will learn how to use tools and machinery in a safe and appropriate manner to produce items made of wood, metal, plastic and electronic components. Students will learn to read drawings to produce items designed by the teacher, and to produce their own sketches and drawings for items designed by themselves. Projects will include a metal tool carry, a CO² car, a wooden tray, a plastic scoop and an item of electronics (one item from a list of eight).

The course concentrates on the development of hand skills and designing skills, with a minimum of written work or homework. Students work in a well-equipped workshop with safety as the main priority.

Aims

Design and Technology aims to develop in students:

- Ethical, critical, enterprising and futures dispositions towards their own and other people's designed and made products, processes and systems.
- Capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology.
- Broad-ranging design skills to create innovative solutions to design briefs and problems.
- Broad-ranging techniques for manipulating materials to create products, processes and systems.
- Skills in communicating their thinking, ideas and plans for products, processes and systems.
- Capacities of responsible management and duty of care towards themselves and others when designing, making and using.
- Capacities to apply their design and technology learning to other learning areas, to life in the wider community, and in accessing further education and training.

Year 9 Level Description

Students work in a well-equipped workshop to develop skills and to design and create products that meet a design brief, while developing the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products for intended purposes.

Assessment

Assessment is based on short written pieces, designing and practical work.

Year 9 Introduction to Horticulture

Students wanting to study Horticulture should have an interest in the natural environment, gardening and creating new landscapes. This course will be conducted in the newly built Trade Skills Centre, which incorporates propagation and greenhouse areas.

Subject Description

This course will provide students with an introduction to Horticulture, including the basic principles of landscaping, permaculture and propagation. The course has a strong environmental and sustainability focus. Students will develop knowledge and understanding of native vegetation, and through practical application they will develop skills in landscaping, propagation, potting plants and the planting and nurturing of vegetative area. Year 9 Horticulture may compliment Stage One scientific and geographical studies.

Learning Concepts

The emphasis of this course is on a practical application through learning by participation (learning by doing). Students will learn how to work safely, collaboratively and develop their communication skills.

Assessment

Assessment is based on short written pieces, design and practical work. The course has been developed to include a cross-curricular focus incorporating English, Science, Mathematics and Design & Technology.

Year 9 VET: Certificate 1 - Information and Communication Technology

Subject Description

The aim of this course is to provide students with entry level computing skills. The students gain knowledge in how to operate a personal computer and develop skills using word processing applications, presentation packages and spreadsheet application. Students are taught how to use, communicate and search securely on the internet. They also learn how to use digital devices and link to the computer for the transferring of information.

Learning Concepts

The emphasis of this course is on practical application and learning by through participation. Students will be deemed competent through the various competency based activities that they undertake.

Assessment

The course is delivered by teachers under a VISA agreement with TAFE SA. The students are assessed under the vocational Certificate I in Information Technology providing them with recognition in the SACE at Stage One. Upon successful completion they will receive a nationally recognised certificate.

Subject Requirements

Students will have an interest in Information Technology.

References

- Australian Curriculum Assessment and Reporting Authority (ACARA), <http://www.acara.edu.au/default.asp>
- Australian Curriculum <http://www.australiancurriculum.edu.au/>

Personal Notes



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