



St Francis de Sales
COLLEGE

Year 9, 2019
CURRICULUM HANDBOOK

FAITH

JUSTICE

INTEGRITY

PERSEVERANCE

WISDOM

COMPASSION

RESPECT



Dear Parents/Caregivers and Students

I am delighted to introduce to you the contents of the Year 9 Curriculum Handbook for 2019, which outlines our commitment to catering for the diverse needs of our Middle Year students as we strive to offer engaging and challenging studies that foster a natural love of learning and a desire to achieve. Our Middle Years' programs are of course also focused on providing suitable preparation for students to be successful during their work in the senior years, and this preparation is especially important in our community where students are undertaking many South Australian Certificate of Education Stage One subjects from the commencement of Year 10.

There are a range of keys to success for our students in Years 7-9 and our commitment to providing Key Teachers in each class that are not only the Homeroom Teacher, but teach the class for a number of their core subjects, is a reflection of the link that we believe exists in the middle years between building strong relationships and successful academic outcomes. In alignment with the Australian Curriculum, which guides our work with your sons and daughters, we strive to encourage students to think creatively and critically whilst developing a genuine sense of social and personal responsibility in their learning and lives. In this way, our students can become confident, compassionate and capable learners who will discover and develop their strengths, take pride in their achievements and be well prepared for life in the Senior School and their life post school in the global community.

Please engage with your sons and daughters, not just about their areas of learning where they are required to make choices, but with regard to all of the learning planned for them in 2019 so that they may see the importance we place on the school-home partnership working to support them to develop to their full potential. The exciting conversations, visioning and planning for learning that this handbook invites you into will be an important first step in their success in 2019 and beyond.

Best wishes

Gavin McGlaughlin
Principal



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Year 9 Curriculum

Two Semester Subjects

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

Electives

Art Design
Dance and the Media
Design and Technologies
Digital Technologies
Drama
Home Economics
Music

Year 8/9 Specialist Sports Program

Basketball Academy
Soccer Academy





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Year 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 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 7-9 Level Description

In Years 7, 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:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<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

Both History and Geography are semester length subjects. Civics and Citizenship and Business and Economics are integrated throughout the two semesters.

Subject Description

History is a disciplined process of inquiry into the past that develops student's 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.

The Civics and Citizenship component gives students an understanding government systems including the core values that underpin Australia as a democratic society.

The Economics and Business component provides students with a general understanding of business in our current economic climate.

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 has been 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 are skills that can be applied in everyday life.

Assessment

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

- 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:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<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 7, 8 and 9. The theory and practical components are taught separately. The focus in the theoretical component 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 individual and team environments
- 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 learn through movement

Assessment

- 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, 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 at which time prepared and culturally appropriate use of the language is required, and teaching is focused 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 assists in raising student's awareness that despite its status as a world language, a capability in English is not sufficient interaction and understanding of the thinking patterns and feelings of people from a country of non-Anglo-Saxon cultural and linguistic heritage. Students explore the religious and ethical differences that are part of our separate social and cultural heritages, and are encouraged 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 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 in the Japanese educational system where if 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 are required in Years 7, 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.



Mathematics

Subject Description

The study of Mathematics includes four proficiency strands: 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 develop an understanding that patterns are the foundation of our world and they use this comprehension to create and further explore these concepts.

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
- 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 7-9 Level Description

In Years 7, 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 presentations
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<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)



Religious Education

Subject Description

Religious Education supports the integration of faith, life and culture. It grounds a faith based education within the broader evangelising mission of a Catholic school.

Year 7

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

- MITIOG (Made in the Image of God)
- Church and Community
- Religious Traditions
- Believing and Living Faith

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 8

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

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

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

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

- MITIOG (Made in the Image of God)
- 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

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 are nurtured in 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 has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through a clearly described inquiry processes.

Learning Concepts

Science is inquiry-based and delivered by a combination of methods including direct instruction, individual and small group work, class discussion and practical work. Multi-media animations, YouTube and DVDs 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 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 presentations
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<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)





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Year 8/9
Specialist Sports
Program

Year 8/9 Specialist Sports Program – Basketball and Soccer Academies

Soccer Academy will be run in Semester One and Basketball Academy in Semester Two. The Specialist Sports Program (SSP) will involve a combined 8/9 year level group and is a yearlong subject taught across the two years. Acceptance is not guaranteed and the application criteria must be met for each specialist program for a student to be considered.

Students who wish to apply for the Basketball or Soccer Academies must go through an application process. Application forms are available from Mr Billington, Mr Field or the 7-9 Community Office located in U24 of the McAuley Building. Application for either Academy does not guarantee acceptance, therefore students are still required to complete elective choices until acceptance into the specialist program has been determined.

The Academies will be conducted each week of term on Monday from 1:30pm – 4:30pm and Wednesday from 1:05pm – 1:45pm during Term One and Two for Soccer and Term Three and Four for Basketball. The SSP students will be required to catch up on the core curriculum work that they will be absent for during the two lessons on the Monday of each week.



Basketball Academy

This subject will run in Semester Two only and is undertaken as an offline or standalone one semester subject.

Subject Description

The focus of the Basketball Academy 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 student's 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 sessions, offensive and defensive principles, 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 the rules of basketball, understanding offence & defence, injury prevention, styles of gameplay from around Asia and statistics analysis. 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 a strong focus on interactive, Inquiry-Based Learning (IBL), targeted at 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 the game in both the practical and theoretical components.

Subject Requirements

Students need to meet the following requirements in order to be eligible for inclusion in the Basketball Academy. 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 coach (highest playing level)

Soccer Academy

This subject will run in Semester One only and is undertaken as an offline or standalone one semester subject.

Subject Description

The focus of the Soccer Academy is to develop the whole person by exposing students to all areas of the game. This will be broken into two key areas: Personal Skills and Team Development. Personal Skills will involve students improving their fitness and skill base which will be monitored through games, fitness testing and a Performance Journal. Team Development will include the completion of a refereeing course, coaching certificate, 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 the planning, coordination and coaching of a five-a-side soccer tournament, along with participating in organised games.

Learning Concepts

The emphasis of this program is on interactive, Inquiry-Based Learning (IBL). Students will work on improving their fitness and skills base through collation and analysis of their 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, as well as coordinate, games. They will also need to demonstrate knowledge of the rules in a practical and theoretical sense. A completion of the Online Laws of Game Certificate is compulsory.

Subject Requirements

Students need to meet the following requirements in order to be eligible for inclusion in the Soccer Academy. 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 soccer coach (highest playing level)





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Year 9
Elective
Subjects

Year 9 Elective Subjects

All Year 9 students will study four different **elective** subjects.

- One subject will come from each group – Total 3 elective subjects
- The final remaining selection will come from **any** group – Total 1 elective subject
 - To ensure a diversity of subject choices, no more than two subjects will be studied from any one group

Group 1	Group 2	Group 3
Art/Design	Home Economics	Design and Technologies
Drama	Dance	Digital Technologies
Music		



Year 9 Art - Design

Subject Description

Students who plan to study Art or Design at a Stage One level must complete a semester of Art - 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 incorporates an exploration of a variety of careers in Design, through the critical analysis of works and practical examination 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 the past 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 student's knowledge and understanding of the specific design language that is required and to further develop their literacy skills when discussing designers and their works.

Year 9 Dance

Subject Description

This Dance course is designed to allow students to explore dance through a creative arts perspective. They collaborate in design, production and distribution processes and participate in creating dance routines for a range of contexts and audiences. Students consider how social and ethical issues influence the making and using of dance. They 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

- 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
- 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 and performance.



Year 9 Design and Technologies

Subject Description

Year 9 Design and Technologies expand upon the practical and theoretical skills developed in Year 8 Design and Technologies. Students produce design solutions in the Design and Technology workshop, and are instructed, via formative tasks, in the use of more complex hand tools, power tools and static machines. Students build on the skills developed in Year 8 to attempt larger scale more complex projects. Students refine the skills required for investigation, planning and technical drawing, production and evaluation. Students are also introduced to electronics, and extend their knowledge of CAD modelling and 3D printing.

Aims

- Develop confidence as critical users of technology and design, and producers of design solutions
- Investigate, generate and critique innovative and ethically designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce design solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and design solutions and transfer that knowledge and skill to new situations
- Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society

Assessment

Students explore the design cycle in four distinct stages, producing work which is assessed against the ACARA Achievement standard:

- Investigation
- Planning
- Producing
- Evaluating

Students produce a number of formative tasks which relate to specific skills, both academic and practical, required to complete their major assessments at a semi-autonomous level.

Year 9 Digital Technologies

Subject Description

Year 9 Digital Technologies builds on the skills and knowledge acquired in previous years. Students continue to expand their knowledge of digital systems, computational thinking, and begin to create the links required to transition into the Stage One SACE subject of Digital Technologies.

Students continue to build on skills and knowledge regarding:

- how data is secured within a computer system along with how it can be compressed to reduce the impact of large files
- various abstraction layers within a computer system, and how data is communicated, and for what purpose
- acquire, analyse and visualise data from a variety of courses, consider privacy and security requirements
- design solutions to real world problems, taking into account stakeholder inputs, accessibility, usability and aesthetics
- design and implement algorithms that perform discrete functions, as part of a larger overall program

Aims

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

Assessments

Assessment for Digital Technologies includes:

- tests
- data acquisition and analysis
- analysis of existing products, with exploration of improvements or alternate solutions based on proposed challenges
- design, testing and implementation of programs



Year 9 Drama

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 student's ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future. The course 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 student's work. Playback Theatre uses personal stories from the audience and employs improvisation and elements of realistic and nonrealistic theatre. Students form small groups and create, direct and perform their creation to a live audience. They practice direction and production tasks and responsibilities, and refine and practice for performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements. It is recommended students who are considering participating in Drama at a Stage One level participate in 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 methods for acting can be used to shape their performance.

Assessment

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

Year 9 Home Economics

Subject Description

In Home Economics students revise safety and hygiene procedures and expand on the basic skills needed in food preparation and cooking techniques. Students extend their knowledge of nutrition and teenage eating habits and they utilise a range of recipes to support healthy eating choices. Students look in detail at cooking with milk and milk products and cooking with meat and legumes. Students study the history of food in Australia since Aboriginal times and the influences migration and technology has had on the Australian food scene.

Aims

- Investigate, plan and use healthy practices, behaviours and resources to promote health, safety and well-being
- 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 Guidelines
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 and Technology
Foods from around the World

Assessment

Evaluation Reports
Practical Tasks
Folio
Investigation
Class involvement in discussion, written tasks and worksheets
Practical Tasks: Ongoing food preparation relating to the topics covered



Year 9 Music

Students are strongly encouraged to undertake Music at Year 9 if they are considering studying the subject at Stage One level.

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. 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 develop their 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 other's music.

Aims

Music aims to develop in students:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians, both individually and collaboratively
- Knowledge and understanding in music through developing 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 tradition
- Understanding how to use knowledge and skills to build a future as a global music citizen who engages with music for a lifetime

Assessment

Students will be assessed on the following criteria:

- Rehearse and perform songs and instrumental pieces
- Investigate and apply techniques relevant to the styles of music they perform
- Manipulate elements of music to create, shape and refine compositions in a range of structures and styles
- Document their music using appropriate notations and available technologies
- Use music terminology as they reflect, offer and accept feedback



References

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

Personal Notes

