



St Joseph's
College

TOOWOOMBA

Year 9 Curriculum Handbook

2022



Let's create
your best
future, *together.*

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Welcome

- from the Principal

Welcome to St Joseph's College, Toowoomba. On behalf of the St Joseph's College Community, I invite you to discover our College, and what characterises education here.

St Joseph's College was founded in 1956 by the Christian Brothers for boys from Years 4 - 10. Today, we are a Catholic, co-educational College for young women and men in Years 7-12. Our College is built on the legacy of the Christian Brothers and we proudly continue to be driven by our commitment to serve others based on the ideals and values of Edmund Rice and the Christian Brothers.

Our College Mission Statement calls us to provide a liberating education, inspired by Christian principles that permeate all aspects of College life. In this way we provide every avenue for our young people to be respectful of the truth, open to reality, community orientated, and willing to strive to grow as individuals making the most of their unique gifts.

We are immensely proud of the opportunities that are afforded to students here at St Joseph's College. With a wide ranging co-curricular, cultural, and sporting program, excellence in learning and teaching, and faith formation and prayer life, we are able to partner with you in developing young women and men who are prepared for a dynamic world.

The staff at St Joseph's College have a deep passion for ensuring that each student is provided with the opportunity to engage in a quality, holistic and inclusive Catholic education. This passion for providing a holistic education, combined with a commitment to the ongoing development of modern educational facilities and the prioritisation of the allocation of resources to improving student outcomes, makes St Joseph's College a wonderful school community of which to be a part.

Please do not hesitate to contact the College should you require any further information.

Kort Goodman
Principal

The Middle Years at SJC

Using five key standards of education in the Middle Years, St Joseph's College takes a targeted approach to creating teaching and learning programs in the Middle Years of schooling.

1. Curriculum

Teach relevant, rigorous, and challenging programs underpinned by the Australian Curriculum.

2. Relational Pedagogy

Use appropriate relationship building and high impact teaching strategies to; build strong relationships, create an environment of support, and to motivate and engage students in authentic learning.

3. Inspired and Passionate Teachers

Possess a desire to teach adolescent students and engage in ongoing and targeted professional learning.

4. Stakeholders

Engage all participants in the student's life, including the student, parents, teachers and community members.

5. Safe Environment

Provide an environment that is physically, intellectually, emotionally, psychologically and digitally safe for adolescent learners.

The St Joseph's College curriculum in Years 7-10 follows the Australian Curriculum as set out by ACARA.



Curriculum Structure

| Learning Area | Year 9 | Year 10 | Years 11 & 12 |
|--|--|--|--|
| Religious Education | Core • Religious Education | Core • Religious Education | General • Study of Religion Applied • Religion & Ethics |
| English | Core • English or • English Extension (by invitation) • Literacy Improvement English | General • English or • Extension English Applied • General English or • Literacy Short Course (Sem 2) | General • English • Literature Applied • Essential English |
| Mathematics | Core • Mathematics or • Mathematics Extension (by invitation) | General • Mathematics or • Mathematics Extension Applied • Mathematics or • Numeracy Short Course (Sem 2) | General • General Mathematics • Mathematical Methods • Specialist Mathematics Applied • Essential Mathematics |
| Science | Core • Science | General • Science 1 • Science 2 Applied • Science | General • Biology • Chemistry • Physics • Psychology |
| Health & Physical Education | Core • Physical Education | Core • Physical Education • Certificate II in Landscaping (First Aid component) | General • Physical Education VET • Certificate III in Sport and Recreation |
| Languages | Elective • Japanese • French | Elective • Japanese • French | General • Japanese • French |
| Humanities & Commerce | Core • Humanities • Literacy Improvement Humanities Elective • Business & Economics | Core • Humanities (History & Geography) Elective • Business and Economics • Business Digital Media | General • Accounting • Economics • Geography • Legal Studies • Modern History Applied • Tourism • Social & Community Studies VET • Certificate III in Business |
| Technologies | Elective • Digital Technology • Design • Design – Food • Design – Textiles • Design – Metal • Design – Wood | Elective • Digital Technology • Design • Design – Food • Design – Textiles • Design – Metal • Design – Wood | General • Design • Digital Solutions Applied • Fashion • Furnishing Skills VET • Certificate I in Construction/Building • Certificate II in Kitchen Operations • Certificate II in Engineering Pathways • Certificate III in Information Technology |
| The Arts | Elective • Drama • Music • Visual Art | Elective • Drama • Music • Visual Art | General • Drama • Music • Music Extension (Year 12) • Visual Art Applied • Drama in Practice • Visual Arts in Practice |
| Other courses | | • TAFE • SBT/SBA • University Head Start courses | • TAFE • SBT/SBA • University Head Start courses |



Choosing Subjects

The Australian Curriculum Review

The implementation of the Australian Curriculum began in Queensland in 2012. In 2021, the Australian Curriculum Assessment and Reporting Authority (ACARA) announced that the curriculum would undergo a review by the end of the year. The aim of the review is to improve the Australian Curriculum from Foundation to Year 10 by refining, realigning, and reducing the existing content of the curriculum.

As a result of this ACARA Curriculum Review, Curriculum areas taught at St Joseph's College will undergo changes ready for implementation in 2022. Therefore, the information in this handbook will be updated to reflect those changes.

Core & Extension Subjects

There are **six compulsory core areas of study**:

| Core |
|---|
| Religious Education |
| English or English Extension |
| Mathematics or Mathematics Extension |
| Science |
| Humanities |
| Health and Physical Education |

English & Mathematics Extension Subjects

Students who achieve excellence in their Year 8 English and Mathematics classes, and whose standardise testing data (NAPLAN, PAT-M, PAT-R) indicate strengths in these areas will be invited to join one or both subjects.

Students in these classes will continue to access the Year 9 Australian Curriculum for Mathematics and/or English; however, the focus will be on students learning the more complex and abstract aspects of the curriculum. The aim is to provide challenging learning opportunities that extend students' understandings and provide a solid foundation moving forward into the higher levels of Mathematics and/or English study.

The College will assess students' continued participation throughout the year based on achievement, work ethic, growth mindset and grit.

The core program will help prepare students for transition into Year 10 and maximise options for their Senior Phase of Learning.

Please refer to the Year 9 Core Subjects Section of this Handbook for further information.

Elective Subjects

Elective subjects in the Middle Years comprise a variety of ACARA curriculum areas. Contained in this handbook are details of the elective offerings planned for **Year 9, 2022**.

This handbook has been produced to help students plan a **Course of Study** which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The St Joseph's College Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities

2022 Electives

Students entering Year 9 in 2022 will nominate **four semester elective units** they wish to study during the next year. Additionally, they are required to select **two reserve semester elective units** to study if original preferences cannot be met.

The timetable for 2022 consists of a 10-day (two week) cycle. Elective subjects are allocated five lessons per cycle.

Subject offerings:

| Subject | Sem One | Sem Two |
|--|-----------------------|-----------------------|
| Business & Economics | 9BUE1 | 9BUE2 |
| Design (same unit offered each semester – students choose it once) | 9DES1 | 9DES2 |
| Design Technologies – Wood | 9DTW1 | 9DTW2 |
| Design Technologies – Metal | 9DTM1 | 9DTM2 |
| Design Technologies - Food | 9DTF1 | 9DTF2 |
| Design Technologies – Textiles | 9DTT1 | 9DTT2 |
| Digital Technology | 9DIG1 | 9DIG2 |
| French | 9FRE1 | 9FRE2 |
| Japanese | 9JAP1 | 9JAP2 |
| The Arts - Drama | 9DRA1 | 9DRA2 |
| The Arts - Music | 9MUS1 | 9MUS2 |
| The Arts – Visual Art | 9VAR1 | 9VAR2 |

An elective's viability will also depend on the availability of staff, resources, student interest, class sizes and rooming constraints.



Skills Development

Students at St Joseph's College are allocated a Skills Development line based on assessment of individual need and with parental permission. In Years 7 and 8 the Skills line replaces a Language, whereas in later years it takes the place of an Elective. These lessons focus on students developing the fundamental skills required for successfully navigating secondary school such as organisation, learning of routines, study skills, pre and post learning of subject content, homework and assessment support and other assistance as required. The Skills teacher develops positive learning relationships with students and liaises with classroom teachers and parents so that student support is relevant, and skills are transferrable to the classroom and home environments.

Strategies for choosing Subjects

As a basic strategy, it is suggested that students choose subjects:

- in which they may have already had some success,
- in which they are interested,
- that may help them reach a chosen pathway,
- that develop skills, knowledge and attitudes useful throughout their life.

It is unwise to either choose or avoid a subject because:

- someone told them they will like or dislike it,
- their friends are, or are not, taking it,
- they like or dislike the teacher,
- "only certain types of students take that subject" – all subjects have equal value for all students.
- "someone told them that they do/don't need that subject for the course they want to take in Year 12/at university." If students are planning this far ahead, they are encouraged to speak to the relevant Curriculum Leader, check tertiary prerequisites or see the Careers Development Practitioner.

Selection Process - Year 9 Electives

1. Students indicate the units they would like to study through online Web Preferences.



2. Students return the preference receipt sheet signed by parent/carer by **August 17th**.



3. Timetable lines are constructed based on the choices made.



4. Elective subjects are then allocated to students according to order of preference.



5. Assistance can be sought by contacting the Program Leader – Middle School Learning Leader.

Because the College must try to accommodate the wishes of most students, **it is inevitable that some students will not be able to study all the units of their first preferences.**



Electives

Business & Economics

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses, and governments. The responsibilities of participants operating in a global workplace are also considered.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

ACARA Business & Economics

Business & Economics 1: Semester One - BUE1

Units:

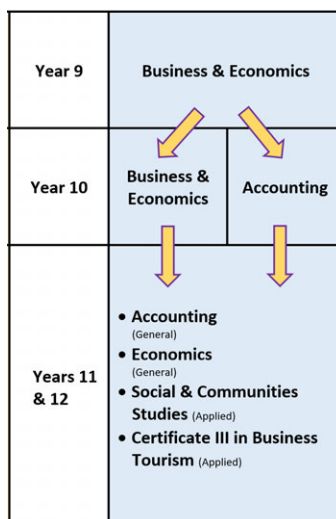
- Business beginnings and the changing workforce
- The Financial Landscape
- Work wanted and Easy ESSI (Earning, Saving, Spending, Investing)

Business & Digital Media: Semester Two - BUE2

Units:

- The E-Commerce Entrepreneur
- Research, Website and Security
- Financial Literacy, Marketing & Budgeting

Business & Economics Pathways



Design & Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

At St Joseph's College the Design & Technologies electives are:

- Design
- Design Technology – Wood
- Design Technology – Metal
- Design Technology – Food
- Design Technology – Textiles

ACARA Design & Technologies

Design

Design: Semester One - DES1

The Design subject focuses on the application of design thinking to envisage creative products, services, and environments in response to human needs, wants and opportunities

Design: Semester Two - DES2

This is the same as DES1. Students will only be able to choose Design for one semester.

Examples of Design topics may include:

- Concept Sketching, Creativity, Innovation, enterprise skills
- Modelling and prototyping (construction of Ideas), 3D printing
- Client wants, needs and opportunities, (designing for a client). Produce sustainable designed solutions to problems for individuals and the community, considering social, ethical, environmental, sustainable factors.

This elective subject will incur a levy which may include consumables, excursions, or camps.



Design Technologies - Wood

Wood Technology: Semester One - DTW1

Unit 1

Students begin their journey in the world of woodworking. They are taught how to safely use various tools and equipment. They are also introduced to the concept of 'design' and how it can be applied to the projects that they will be making.

Examples of Design Projects may include:

- Pencil case + Design
- Pinball Machine + Design

This elective subject will incur a levy which may include consumables, excursions, or camps.

Wood Technology: Semester Two - DTW2

Unit 2

In this unit, students investigate various woodwork joining methods. They are instructed on the correct use of hand tools and equipment that is commonly found in woodworking environments. Students will design their own bedside lamp.

Examples of Design Projects may include:

- Carry-all
- LED Lamp + Design

This elective subject will incur a levy which may include consumables, excursions, or camps.

Design Technologies - Metal

Metal Technology: Semester One - DTM1

Unit 1

Students begin their journey in the world of metalworking. They are taught how to safely use various tools and equipment. They are also introduced to the concept of 'design' and how it can be applied to the projects that they will be making.

Examples of Design Projects may include:

- Sheet metal Projects + Design
- Metal Lathe
- Metal Fabrication Projects + Design

This elective subject will incur a levy which may include consumables, excursions, or camps.

Metal Technology: Semester Two - DTM2

Unit 2

In this unit, students investigate various metal work joining methods, and manipulation of materials. They are instructed on the correct use of hand tools and equipment that is commonly found in metalworking environments. Gears and Ratios are a part of this unit, as students make their own dragster and 'race' against other students.

Examples of Design Projects may include:

- Sheet metal Projects + Design
- Metal Lathe work
- Dragster - Basic Electrics and Gears / Ratios + Design
- Metal fabrication projects

This elective subject will incur a levy which may include consumables, excursions, or camps.



Design Technologies - Food

Design - Food: Semester One - DTF1

Nutrition – looking after self

This unit is designed to give the student insight into the world of food, nutrition and general well-being of the individual.

Areas of study may include:

- Nutrition
- Diet and lifestyle
- Healthy lifestyle choices
- Marketplace and consumer decisions for food
- Practical Food for Healthy Bodies

This elective subject will incur a levy which may include consumables, excursions, or camps.

Design - Food: Semester Two - DTF2

The Beginning Chef

This unit is designed to give the student insight into the world of food. It introduces the role of the Hospitality industry in our everyday lives and explores the related concepts. Practical skills will be developed to reinforce knowledge of related concepts.

Areas of study may include:

- Hygiene and Safety
- Knife Skills
- Practical Cooking
- Exploring the Hospitality Industry
- Planning and executing small functions.

This elective subject will incur a levy which may include consumables, excursions, or camps.

Design Technologies - Textiles

Design -Textiles: Semester One - DTT1

The History of Fabrics

This unit looks at the development of fabrics and their uses throughout the world. Fabric handling skills will be developed to produce a range of small items.

Areas of study may include:

- Basic sewing skills
- History of fabrics
- Focus on cotton
- Sources of fabric

This elective subject will incur a levy which may include consumables, excursions, or camps.

Design - Textiles: Semester Two - DTT2

Soft Furnishings

This unit looks at soft furnishings and how they can be produced. Students investigate various materials that people could use to make soft furnishing items.

Areas of study may include:

- Investigation of materials
- Wool / Synthetics
- Make a 'Quillow'.

This elective subject will incur a levy which may include consumables, excursions, or camps.



Digital Technology

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model, and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

[ACARA Digital Technology page](#)

Digital Technologies: Semester One - DIG1

Unit:

This unit is designed to introduce students to some of the various applications and programs commonly used in all professions. Students will gain an introductory background in the theoretical side of computing which is invaluable to those wishing to pursue further studies in this field.

A variety of computer programs will also be explored.

This elective subject will incur a levy which may include consumables, excursions, or camps.

Digital Technologies: Semester Two - DIG2

Unit:

Students will be exposed to various programs with an emphasis on developing good problem solving and communication skills.

While much of the unit is “hands-on” there are associated theory components which will be integrated throughout the unit.

It is designed to introduce students to areas of Web Design, Programming, Robotics Extension and Program Design and Development.

This elective subject will incur a levy which may include consumables, excursions, or camps.



Design & Technologies Pathways

| | | | | | | |
|---------------|--|---|---|--|---|--|
| Year 9 | Design ↓ | Design Wood ↓ | Design Metal ↓ | Design Food ↓ | Design Textiles ↓ | Digital Technologies ↓ |
| Year 10 | Design ↓ | Design Wood ↓ | Design Metal ↓ | Design Food ↓ | Design Textiles ↓ | Digital Technologies ↓ |
| Years 11 & 12 | <ul style="list-style-type: none"> • Design (General) | <ul style="list-style-type: none"> • Design (General) • Furnishing Skills (Applied) • Certificate I in Construction/Building | <ul style="list-style-type: none"> • Design (General) • Certificate II Engineering Pathways | <ul style="list-style-type: none"> • Certificate II in Kitchen Operations • Design | <ul style="list-style-type: none"> • Fashion (Applied) • Design | <ul style="list-style-type: none"> • Digital Solutions (General) • Certificate III in information Technology |



Languages

Students have prior experience of learning French or Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese or French may feature in these.

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance, and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use French or Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity, and repair. They monitor their own language use in relation to cultural context, situation, purpose, and audience. They develop a greater understanding of French or Japanese cultural norms. Students initiate and sustain interactions with other speakers of Japanese or French in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

At St Joseph's College the Languages electives are:

- French
- Japanese

[ACARA Languages page](#)

French

French: Semester One - FRE1

Units:

- Bon Weekend !
- Allons en ville !

Topics studied include:

- Sports and other leisure activities
- Time
- Places in a town/city
- Places around school
- Asking for and giving directions
- Cultural information – important features of French towns, *Le vélo* in France, popular sports, and pastimes in France.

French: Semester Two - FRE2

Units:

- En plein air
- À ta santé

Topics studied include:

- Weather
- Camping
- Body parts, illnesses, and ailments
- Asking for and giving advice
- Going to the doctor and the pharmacy
- Asking for and giving prices
- Talking about things that happened in the past (*le passé composé*)
- Cultural information – *Les Pyrénées, la pelote basque, Roquefort, Le Viaduc de Millau*



Japanese

Japanese: Semester One - JAP1

Units:

Fantastic Families

Topics covered include:

- Describing your own and others' families
- Outlining occupations and study options of family members
- Expressing frequency of actions, capabilities, and limitations
- Exploring tenses of adjectives
- Introducing katakana as a third script

It's My Space

Topics include:

- Comparing housing styles of Japanese and western society
- Labelling floor plans
- Describing where items are located
- Describing pets and housing
- Continued work on hiragana, katakana, and kanji

Japanese: Semester Two - JAP2

Units:

Crazy Counters

Topics include:

- Discussing weather and seasons
- Investigating Japanese counters based on size and shape of items
- Ordering in restaurants and restaurant conversations
- Expressing wants and desires

Shop 'Til You Drop

Topics include:

- Using larger numbers and pricing of items
- Describing items when shopping
- Discussing different options when purchasing items
- Shopping conversations and conventions
- Exploring Japanese department stores
- Examining calendars, dates, and planning events

Languages Pathways

| | | |
|------------------------------|----------------------------|------------------------------|
| Year 9 | French | Japanese |
| Year 10 | French | Japanese |
| Years 11 & 12 | French (General) | Japanese (General) |



The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Australian Curriculum: The Arts offers students the opportunity to study all five subjects in the primary years of schooling, and to specialise in secondary school. The five subjects enable students to learn how to create, design, represent, communicate, and share their imagined and conceptual ideas, emotions, observations, and experiences.

At St Joseph's College The Arts electives are:

- The Arts – Drama
- The Arts – Music
- The Arts – Visual Art

[ACARA Arts page](#)

The Arts - Drama

Drama: Semester One -DRA1

Units:

In this unit, students make and respond to drama by exploring contemporary Australian Drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies to make and respond to their work.

This elective subject will incur a levy which may include consumables, excursion, or camps.

Drama: Semester Two - DRA2

Units:

In this unit students will manipulate and structure the dramatic action to create a performance which will engage the audience. They will also perform devised and scripted Drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience. Finally, students will analyse a range of drama, from past (indigenous) to contemporary (Australian and world texts) to explore different viewpoints and enrich their drama making.

This elective subject will incur a levy which may include consumables, excursion, or camps.

The Arts – Music

Music: Semester One - MUS1

Units:

Play That Song

- develop performance and reading skills on keyboard, guitar, and other area of specific musical interest e.g., voice, violin, drums.
- create original melodies and harmonise them with appropriate primary and secondary chords
- explore how technology can be used to create original compositions using loops and original
- listen to and analyse pieces from a variety of musical genres to inform musical awareness and develop an understanding of musical elements.

This elective subject will incur a levy which may include equipment hire, excursion or camps.

Music: Semester Two - MUS2

Units:

Rock and Other Cultures

- develop performance on keyboard creating chord patterns and improvising melody.
- develop performance skills on guitar and voice performing songs on pairs and performing as a rock band.
- develop compositional skills such as word setting, bass riff, chordal progressions, and melody writing, and use these skills to create your own Rock/Pop song.
- listen to and analyse a variety of rock songs from different eras and genres, including music influenced by Aboriginal cultures.
- develop an understanding of rock trends, technological impact and how music influences social and cultural identity.

This elective subject will incur a levy which may include equipment hire, excursion or camps.



The Arts - Visual Art

Art: Semester One - VAR1

Units:

- 2D -Drawing e.g., Realistic contemporary still life
- 2D -Painting e.g., Graphic design on canvas or a skateboard deck
- 3D -Ceramics e.g., Vessels, Slab Architecture

This elective subject will incur a levy which may include consumables, excursion, or camps.

Art: Semester Two - VAR2

Units:

- 2D -Printmaking e.g., Etching
- 3D -Sculpture e.g., Recycled Public Art
- Digital Art e.g., Photography Folio

This elective subject will incur a levy which may include consumables, excursion, or camps.

The Arts Pathways

| | | | |
|--------------------------|--|--|---|
| Year 9 | Visual Art | Drama | Music |
| Year 10 | Visual Art | Drama | Music |
| Years 11 & 12 | <ul style="list-style-type: none"> • Visual Art (General) • Visual Art in Practice (Applied) | <ul style="list-style-type: none"> • Drama (General) • Drama in Practice (Applied) | <ul style="list-style-type: none"> • Music (General) • Music Extension (General - Year 12 only) |



Core Subjects

Religious Education

Compulsory Core Subject

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the church responded to the presence of good and evil in the past (c.1750 CE–1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), scripture, celebration of the sacraments of healing (Penance and Anointing of the Sick), and personal and communal prayer experiences of healing. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of the three foundational beliefs of Christianity [the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

God are you Listening?

Students explore the fertile question: How can teenagers engage in prayer with their God?

Students examine the divergent understandings of God (Allah, God, G*d) that are reflected in the core beliefs and practices of the monotheistic religions of Islam, Christianity and Judaism. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the writings of Christian spiritual fathers and mothers, Scripture, Christian Meditation and prayers for forgiveness and healing. They participate respectfully in a variety of these prayer experiences. They will also analyse the relevance of different types of prayer to teenagers in contemporary society.

Breaking Open the Word

Students explore the fertile question: What makes this book so good anyway?

Students examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers. They demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

People of Salt

Students explore the fertile question: Who are the people of salt?

Students analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time.

They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the writings of Christian spiritual fathers and mothers, Scripture, Christian Meditation and prayers for forgiveness and healing.



Sin and Healing

Students explore the fertile question: How do we address the existence of sin in God's created world?

Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They evaluate the impact of Catholic social teaching on an individual's moral behaviour towards self and others; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacrament of Penance in the lives of believers past and present. They evaluate how the Joey's Way provides opportunities for healing and reconciliation.



Religious Education Pathways

| | |
|------------------------------|---|
| Year 9 | Religion  |
| Year 10 | Religion  |
| Years 11 & 12 | <ul style="list-style-type: none">• Study of Religion (General)• Religion & Ethics (Applied) |



English & English Extension

Compulsory Core Subject

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, 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.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

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.

By the end of Year 9 English students will have completed the following units:

Unit 1 – Let me tell you about...

This is a project-based-learning unit that involves the student-driven creation of a multi-modal text for a public audience.

Unit 2 – Persuade me

This unit involves the exploration and reflection of students' personal understandings of the world and significant social issues through documentary film texts. Students will create and deliver an effective persuasive speech.

Unit 3 – Growing up

This unit asks students to explore the way authors use text structures to create realistic characters. Students will create an imaginative text (narrative) using purposeful language and textual features.

Unit 4 – True Beauty


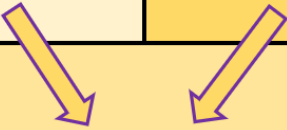




This unit introduces students to the history of the English language and their first Shakespeare text. Students will analyse text structures and language features of an excerpt of Romeo and Juliet.

Unit 5 – Fantasy Land

This unit builds on knowledge of visual literacy in a feature film adaptation. Students analyse a director's choices for viewer positioning and explore differences between an original written text and a film text.



English Pathways

| | | | |
|--|--|---|--|
| Year 9 | English | | English Extension (by invitation) |
| Students moving into Year 10 may choose either an Applied or a General Pathway for English | | | |
| Pathways | Applied Pathway | | General Pathway |
| Year 10 |  Short Course Literacy (Semester 2 only - by recommendation) |  English |  English Extension |
| Years 11 & 12 |  <ul style="list-style-type: none"> • Essential English |  <ul style="list-style-type: none"> • Essential English • General English • Literature |  <ul style="list-style-type: none"> • General English • Literature |



Mathematics & Mathematics Extension

Compulsory Core Subject

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content 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. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Unit One

Measurement

- calculate areas of shapes and the volume and surface area of right prisms and cylinders
- use Pythagoras' Theorem to find unknown sides of right-angled triangles

Number

- apply the index laws to numbers and express numbers in scientific notation
- solve problems involving simple interest
- interpret ratio

Unit Two

Algebra

- Expand binomial expressions
- Factorise trinomials and monic quadratic expressions

Probability

- calculate relative frequencies to estimate probabilities,
- list outcomes for two-step experiments and assign probabilities for those outcomes

Geometry

- interpret ratio and scale factors in similar figures
- explain similarity of triangles
- recognise the connections between similarity and the trigonometric ratios

Unit Three

Trigonometry

- recognise the connections between similarity and the trigonometric ratios
- Use trigonometry to determine unknown sides and angles of right-angled triangles

Statistics

- compare techniques for collecting data from primary and secondary sources
- make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- construct histograms and back-to-back stem-and-leaf plots




Unit Four

Modelling with equations

- sketch linear and non-linear relations
- find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment



Mathematics Pathways

| | | | |
|---|--|--|--|
| Year 9 | Mathematics | | Mathematics Extension (by invitation) |
| Students moving into Year 10 may choose either an Applied or a General Pathway for Mathematics | | | |
| Pathways | Applied Pathway | | General Pathway |
| Year 10 |  Short Course Numeracy (Semester 2 only - by recommendation) |  Mathematics |  Mathematics Extension |
| Years 11 & 12 | <ul style="list-style-type: none"> • Essential Mathematics | <ul style="list-style-type: none"> • Essential Mathematics • General Mathematics | <ul style="list-style-type: none"> • General Mathematics • Maths Methods • Specialist Mathematics (students must do Maths Methods in order to do Specialist Mathematics) |



Science

Compulsory Core Subject

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science:

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Unit 1 – Biology

- investigate how a body system regulates and coordinates the body's response to stimuli and the role of positive and negative feedback mechanisms
- investigate how the processes of sexual and asexual reproduction in animals and plants enable survival of the species

Unit 2 – Chemistry

- investigate how the discovery of protons, neutrons and electrons influenced the model of the atom and how natural radioactive decay results in stable atoms
- investigate how the rearrangement of atoms in chemical reactions can be modelled using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass

Unit 3 – Physics





- investigate how wave and particle models describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena
- investigate how energy transfers and transformations in physical systems demonstrate the law of conservation of energy and analyse system efficiency in terms of energy inputs and outputs

Unit 4 – Earth and Space

- investigate how key processes in the carbon cycle, including combustion, photosynthesis and respiration, rely on interactions between the biosphere, geosphere, hydrosphere and atmosphere



Science Pathways

| | | |
|--|--|--|
| Year 9 | Science | |
| <p>Students moving into Year 10 may choose either an Applied or a General Pathway for Science</p> | | |
| Pathway | Applied Pathway | General Pathway |
| Year 10 |  Science 2 |  Science 1 |
| Years 11 & 12 |  <ul style="list-style-type: none"> • Biology (General) • Psychology (General) |  <ul style="list-style-type: none"> • Physics (General) • Chemistry (General) • Biology (General) • Psychology (General) |



Humanities – History

Compulsory Core Subject

The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students’ historical knowledge, understanding and skills is provided **by inquiry questions through** the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance, and long-term impact of imperialism in this period?
- What was the significance of World War I?

Unit One: The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain.

Unit Two: World War I (1914-1918)

Students investigate key aspects of World War I, including the cause, nature, and significance of the war in world and Australian history.

Unit Three: Making a nation (focus) Federation and Australian experience of the war

The extension of the Australian experience of the war (Anzac legend/myth), settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples.



Humanities - Geography

Compulsory Core Subject

There is only one unit of study in the Year 9 curriculum for Geography: 'Geographies of interconnections'. At St Joseph's College, Geography is not an elective but rather is studied continuously for 6 months. That is, a unit (Geographies of interconnections) is studied at the end of year 9 (Term 4) and a unit (Geographies of Human Wellbeing) is studied in (Term 1) Year 10.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the tourism industry, globalisation, the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: **geographical knowledge and understanding**, and **geographical inquiry and skills**. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.



The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Unit Four (Term 4): Geographies of interconnections - The perceptions people have of place, and how these influence their connections to different places. (Focus – Globalisation, communication, transport and tourism.)



Humanities Pathways

| | |
|--------------------------|--|
| Year 9 | Humanities  |
| Year 10 | Humanities  |
| Years 11 & 12 | <ul style="list-style-type: none">• Modern History (General)• Geography (General)• Legal Studies (General)• Tourism (Applied)• Social & Communities Studies (Applied) |



Health and Physical Education

Compulsory Core Subject

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities.

Unit 1: Nutrition & Health

In this unit, students **identify** factors that contribute to sustainable health in relation to nutritional intake and factors influencing nutritional intake. They **examine** the external influences that could impact on their ability to make good decisions and **plan** creative interventions that promote their own connection to the community and **enhance** health and wellbeing. Students will **apply** health & nutrition concepts to a local community setting.

Unit 2: Barriers & Enablers to Physical Activity

In this unit, students will **investigate** the barriers that people when participating in some sports, and the importance of modifying sports so that sports are accessible and inclusive. They **identify** different factors (i.e. personal, social, cultural and environmental) that act as barriers and enablers to equity and access. Students will **evaluate** how accessible physical activity is for marginalised individuals and groups and **propose** changes to promote greater inclusiveness and accessibility.

Unit 3: Integrity & Anti-Doping in Sports

In this unit, students will **identify** a range of integrity and doping threats affecting modern sport. They will learn about the key vulnerabilities and risk factors increasing the opportunity for corruption in Australian sport. Students will **analyse** what is considered to be 'doping' and why some athletes decide to 'dope'. Then students will **identify** the way in which sports organisations and government agencies seek to maintain the integrity of sport through rules and policies.

Unit 4: Healthy Relationships

In this unit, students **explore** qualities that are essential to build positive, affirming, effective and respectful relationships. Students discover Empathy, Ethics and the rights and responsibilities held within various relationships. Students **analyse** how relationships change and develop, particularly as they move through adolescence. Students **examine** the connections from different contexts that help shape their identity.



Health & Physical Education Pathways

| | |
|--------------------------|---|
| Year 9 | Health & Physical Education  |
| Year 10 | Health & Physical Education  |
| Years 11 & 12 | <ul style="list-style-type: none">• Physical Education (General)• Certificate III Sport & Recreation |



Literacy Improvement English & Literacy Improvement Humanities

Compulsory Core Subject

At St Joseph's College, we recognise the immense value of a strong literacy grounding as a part of a well-rounded, high-quality education and we are committed to providing this. In doing so, we know that we are enabling all students to pursue their passions and to achieve success in their chosen pathways.

In 2022 and into the future, we are investing in the literacy development of our students, beginning with our Middle School through our Literacy Improvement English (LIE) and Literacy Improvement Humanities (LIH) lessons. These lessons provide explicit and differentiated teaching in a high-support environment to extend all students' literacy skills. Valuing best-practice, the LIE and LIH lessons authentically align to their respective curriculum areas of English and Humanities, providing opportunities for students to extend their discipline-specific literacy skills and their subject area conceptual knowledge, through an exploration of a range of relevant texts.

What is quite unique and exciting about our approach is that we have recognised the impact of small-group, targeted instruction on student growth and consequently, have assigned a classroom teacher and two school officers to each class. Already we are seeing the benefits of this approach for our students, as it has allowed them to enjoy learning experiences that are matched to their needs.

Upon entering the Library during one such lesson, you are instantly struck by the energy in the room and by our students and staff 'learning in community'. Hearing the rich conversations that are occurring about the text being studied solidifies the advantages of 'learning in community', as each member of the group is able to contribute and reciprocally add to the shared understanding.

Lesson format:

In Years 7, 8 and 9 students participate in one Literacy Improvement English and one Literacy Improvement Humanities lesson per timetable cycle. Where practicable, these lessons are taught by the students' corresponding English or Humanities subject teacher and occur within their core class grouping for the subject. They have been strategically timetabled to allow three cohort classes to run simultaneously, taking advantage of our newly renovated Library.

To support the small group, collaborative learning approach that is taken in LIE and LIH, each class has access to two school officers, in addition to the classroom teacher. As such, students are led through rich studies of subject area texts by three staff members, on a rotational basis.

