St Joseph's College
TOOWOOMBA

Curriculum Handbook Year 9

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

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Contents

Information for Students and Parents choosing Year 9 Areas of Study

The implementation of the Australian Curriculum began in Queensland in 2012.

Religious Education, English, Mathematics, Science, History and Health and Physical Education comprise the six compulsory areas of study for students in Years 7 to 10.

Therefore, our students will complete compulsory semester units and have the opportunity to select elective units. Students entering Year 9 will nominate 4 units they wish to study during the next year. Additionally, they are required to select two back-up units to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

In 2021, the Australian Curriculum Assessment and Reporting Authority (ACARA) announced that the curriculum would undergo a review. 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. Detailed information on the Australian Curriculum can be accessed on the ACARA website: www.acara.edu.au. It is encouraged that you make yourself as familiar as possible with the latest education reforms and what they mean for your children.

Core & Extension Subjects

There are six compulsory core areas of study at St Joseph's College:

- Religion,
- English,
- Mathematics,
- Science,
- Humanities,
- 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.

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

Some elective subjects may incur a levy and additional costs for excursions and camps.

Electives

Students entering Year 9 will nominate four elective units they wish to study during the next year. Additionally, they are required to select two back-up elective units to study if original preferences cannot be met.

The timetable consists of a 10-day (two week) cycle. Elective subjects receive four lessons per cycle and Language subjects receive three lessons per cycle.

PLEASE NOTE:
An elective's viability to be included will also depend on the availability of staff, resources and student interest.

Year 9 Elective Subjects & Course Codes

Subject	Semester 1	Semester 2
Business and Economics	9BUE1	9BUE2
Design Technology	9DES1	9DES2
Design Technologies - Wood	9DTW1	9DTW2
Design Technologies - Metal	9DTM1	9DTM2
Design Technologies - Textiles	9DTT1	9DTT2
Design Technologies - Food	9DTF1	9DTF2
Digitial Tecnology	9DIG1	9DIG2
Japanese	9JAP1	9JAP2
French	9FRE1	9FRE2
The Arts - Drama	9DRA1	9DRA2
The Arts - Music	9MUS1	9MUS2
The Arts - Visual Art	9VAR1	9VAR2

Elective Structure

Elective Structure at St Joseph's College		
Year 9	Core	Core
	Elective 5 & 6 (Skills Development)	Elective 7 & 8 (Skills Development)
Year 10	Core	Core
	Elective 9 & 10 (Skills Development)	Elective 11 & 12 (Skills Development)

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:

- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- that are prerequisites for Senior Subjects
- which develops skills, knowledge and attitudes useful throughout their life

It is important to remember that students are individuals and that their needs and requirements in subject selection will be quite different from those of other students.

This means that it is unwise to either take 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 boys or girls take that subject' – all subjects have equal value for all students.

Year 9 Subject Selection Process

1. Indicate preference via online web preferences
2. Return preference sheet signed by Parents
3. Timetable made based on choices made
4. Electives are allocated based on preferences
5. Assistance can be sought via Learning leader

Teaching and Learning Framework

The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.

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

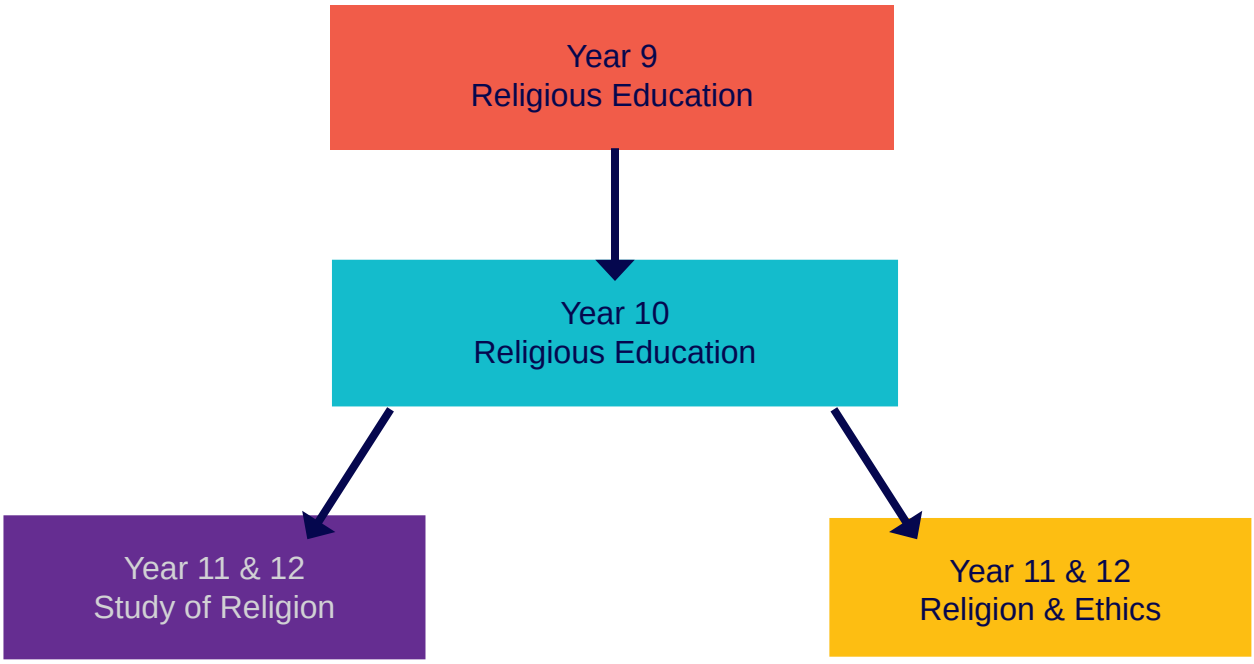
Students explore the fertile question: Who are the people of salt?
Students analyse the causes and effects of events and developments in the Church from c.1750CE – c.1918CE and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at 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



English

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 – Novel Study and Language Conventions

Student will perform an in depth analytical study of a novel. From this sutdy, students will undertake explicit language conventions work and write a book review that combines the skills of persuasion and analysis.

Unit 2 – Documentary Study

This unit involves the exploration and reflection of students' personal understandings of the world and significant social issues through documentary film texts. Students will write a persuasive essay under exam conditions

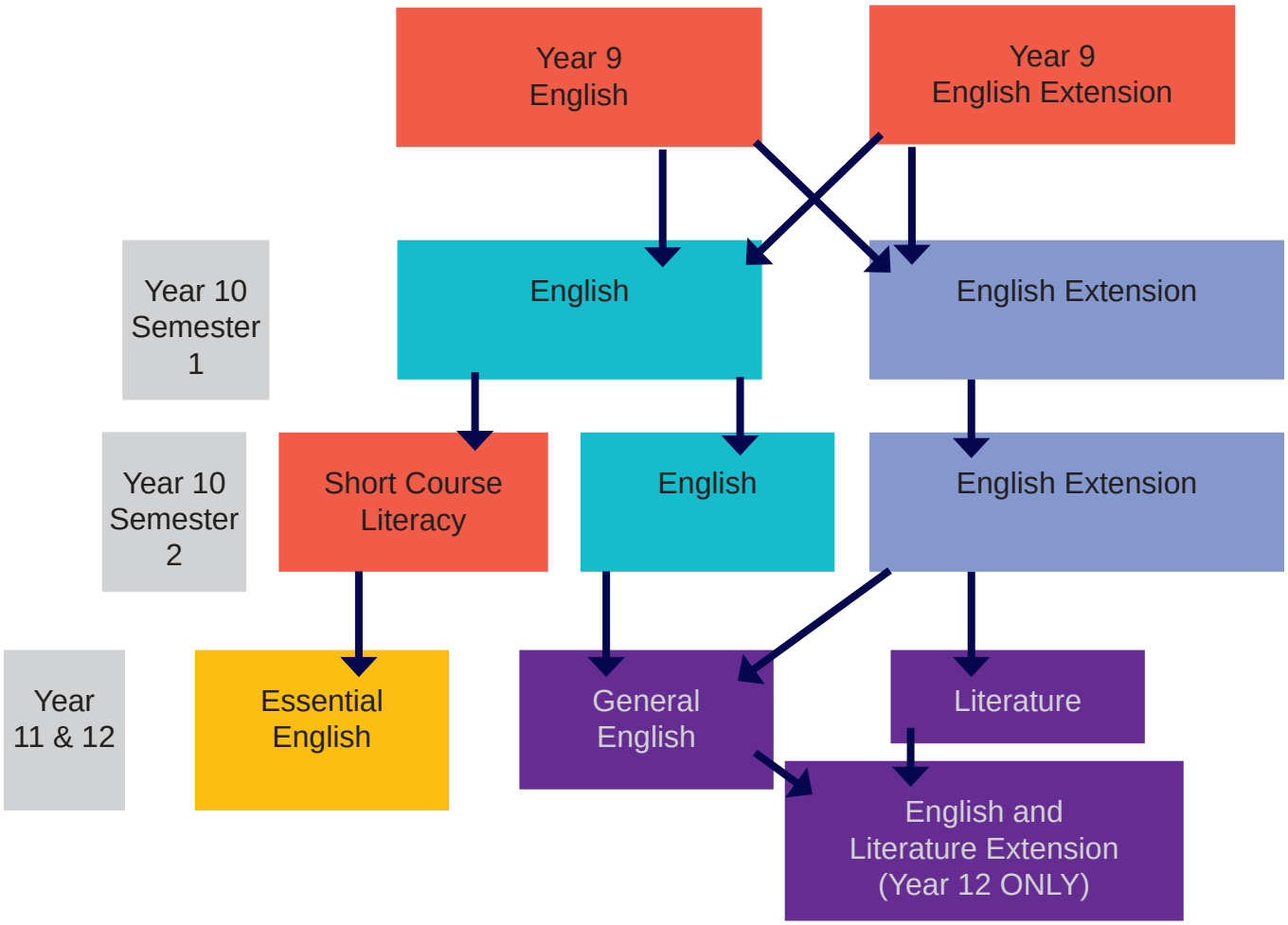
Unit 3 – Narrative Writing

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 – Graphic Novels - Visual Literacy

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

English Pathways



Literacy Extension (Invitational)

Our sister program to Literacy Improvement English and Literacy Improvement Humanities is Literacy Extension. This program aims to extend our high potential literacy learners in Year 8 (Semester Two) and Year 9. These students are engaged in learning experiences that develop their skills in a range of ACARA General Capabilities: Literacy, Critical and Creative Thinking, and Personal and Social Capability.

Literacy Extension builds students' awareness of who they are as learners through assisting them to evaluate their own literacy data and learning dispositions, so that they are empowered to set and realise their related goals for speaking and listening, writing, and reading.

Students' ability to critically engage with a range of texts is developed, allowing them to source and identify texts that are reliable, valid, and credible, as well as to scrutinise bias and omission.
Students are also challenged to develop their oracy skills and to grow as self-directed learners, being taught how to ask a variety of different question types to successfully drive a discussion. In their speaking and listening interactions with their classmates, students seek to develop their capacity to 'listen to understand,' helping them to appreciate and learn from others' perspectives and ideas.

Mathematics

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

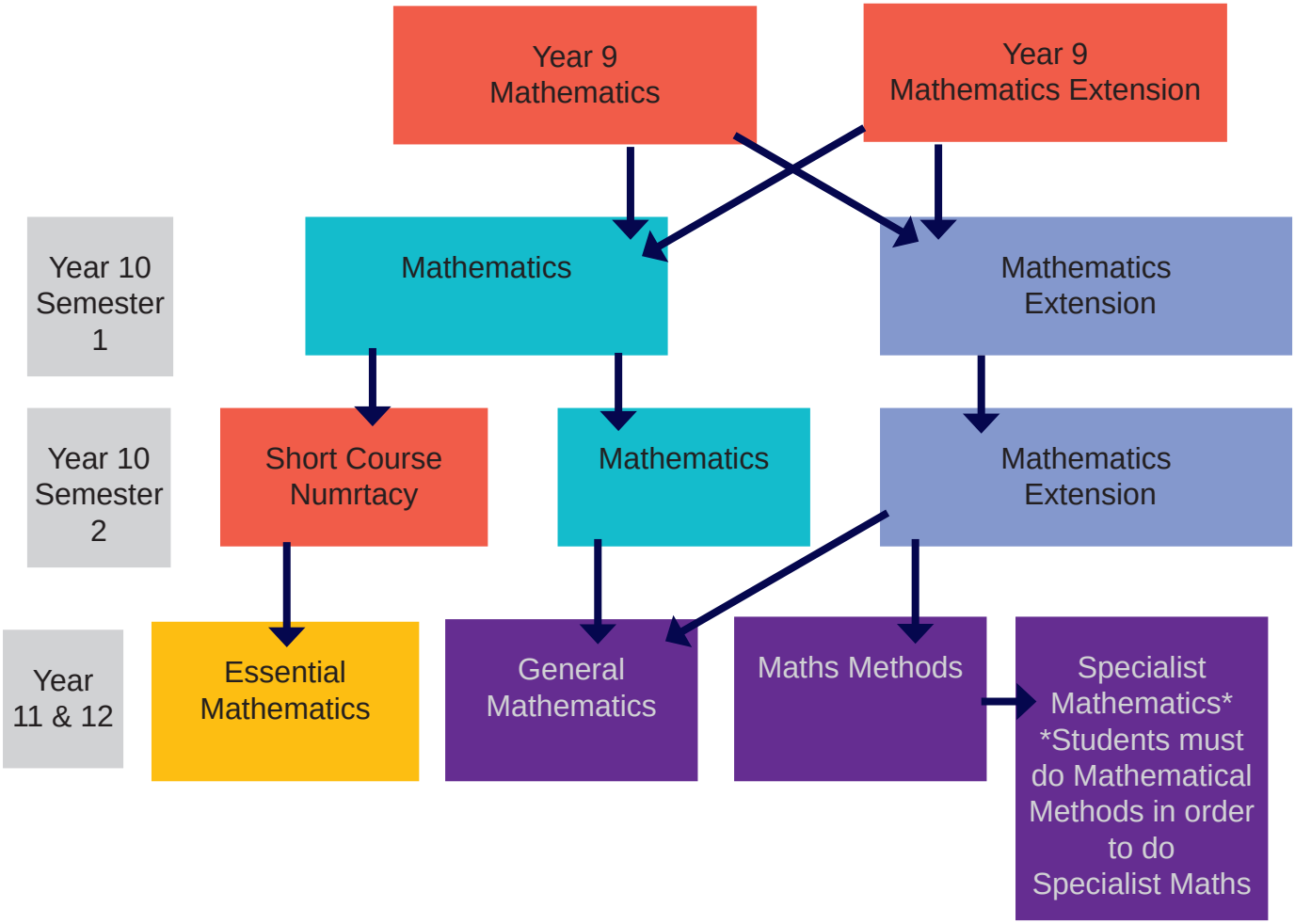
- compare techniques for collecting data from primary and secondary sources
- make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- construct histograms and back-to-back stem-and-leaf plots

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



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

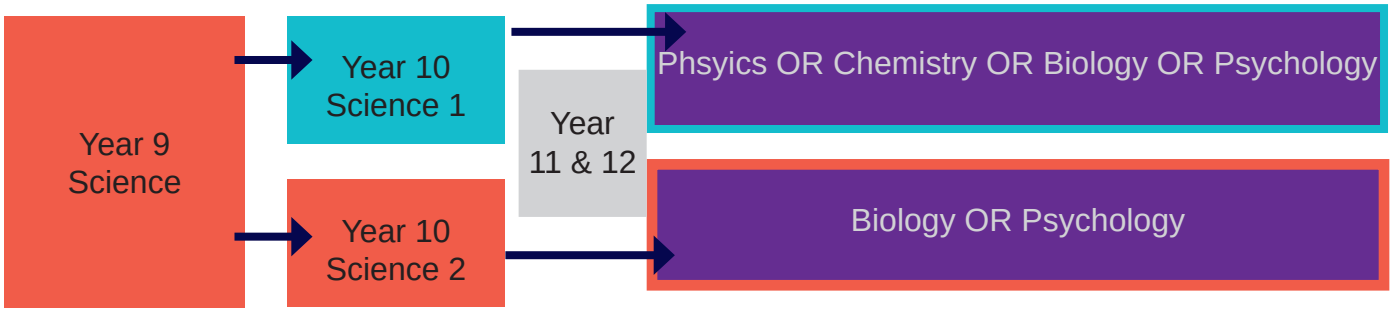
Unit 3 – Physics

- 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



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.

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.

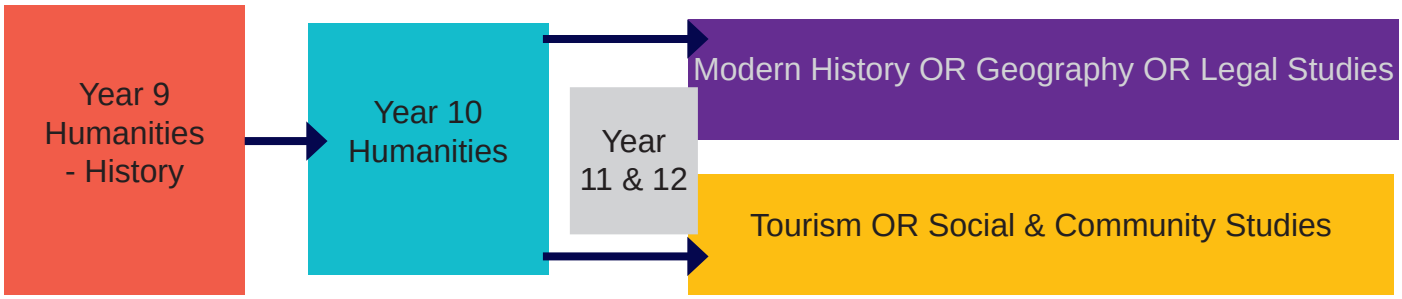
Unit Two: World War I (1914-1918)

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 & Transforming the Australian Nation

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 Pathways



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

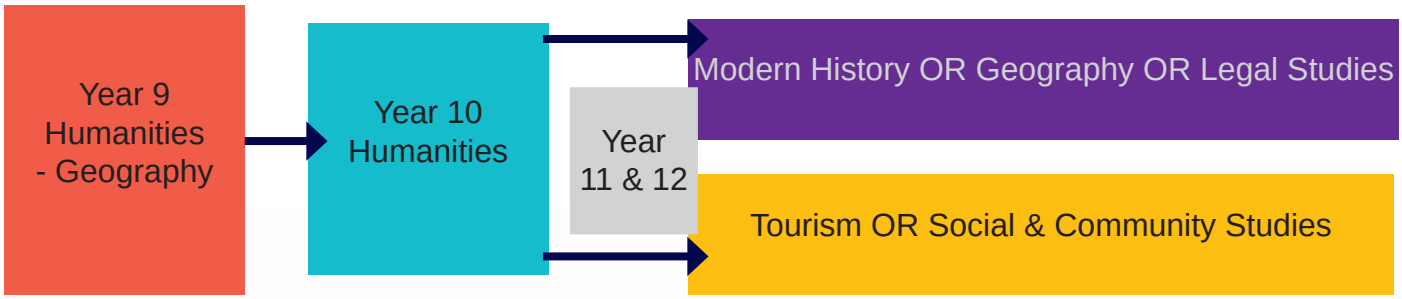
A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.
The key inquiry questions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



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?

Elective: Business & Economics, Semester 1 (9BUE1)

Units:

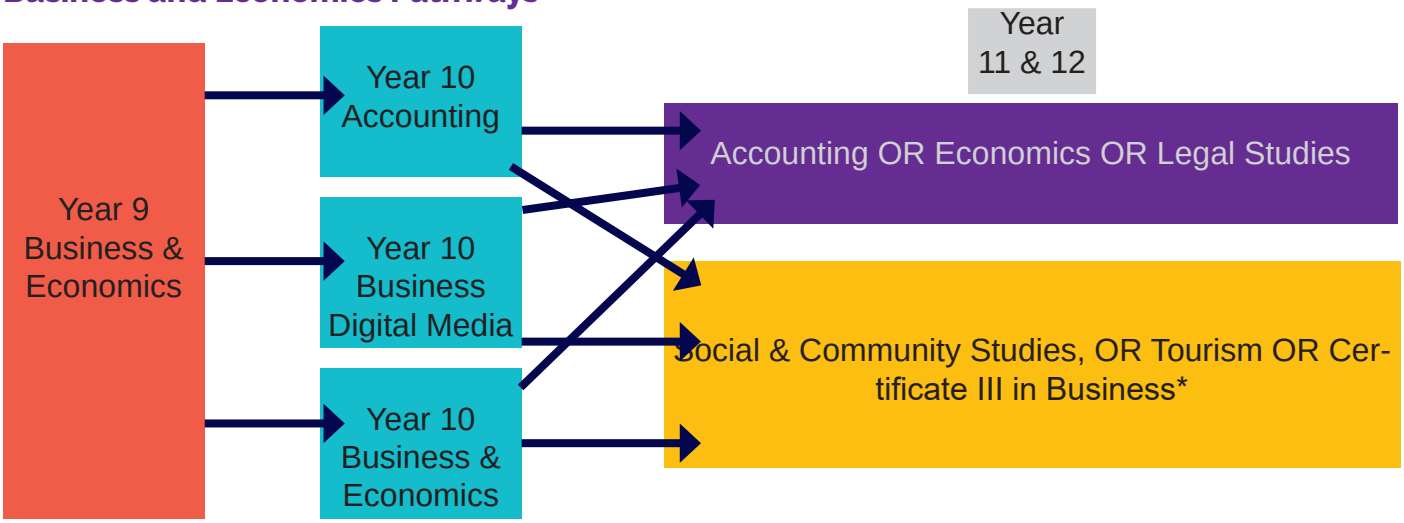
- Business beginnings and the changing workforce
- The Financial Landscape
- Work wanted and Easy ESSI (Earning, Saving, Spending, Investing)

Elective: Business & Digital Media, Semester 2 (9BUE2)

Units:

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

Business and Economics Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

ELECTIVE

Wood Technology

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.

Elective: Wood Technology, Semester 1 (9DTW1)

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

Elective: Wood Technology, Semester 2 (9DTW2)

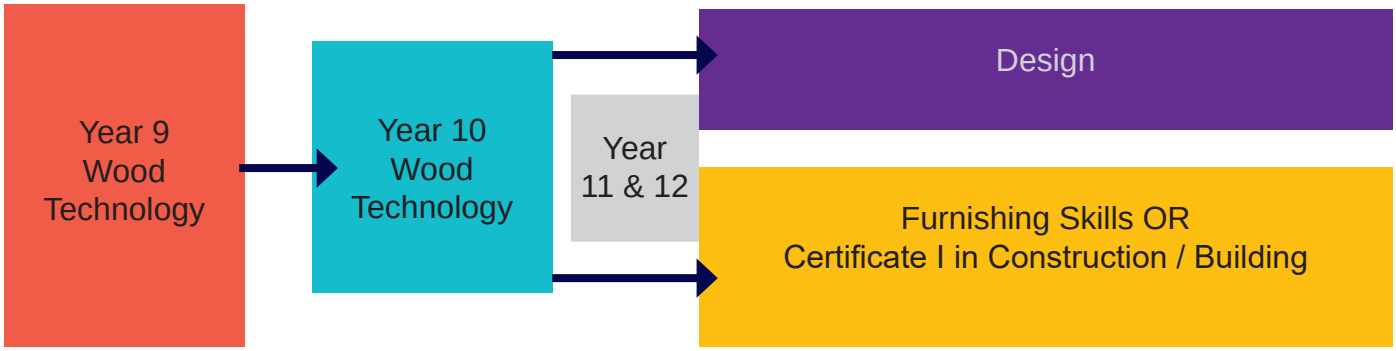
Unit 2

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

Wood Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

Metal Technology

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.

Elective: Metal Technology, Semester 1 (9DTM1)

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

Elective: Metal Technology, Semester 2 (9DTM2)

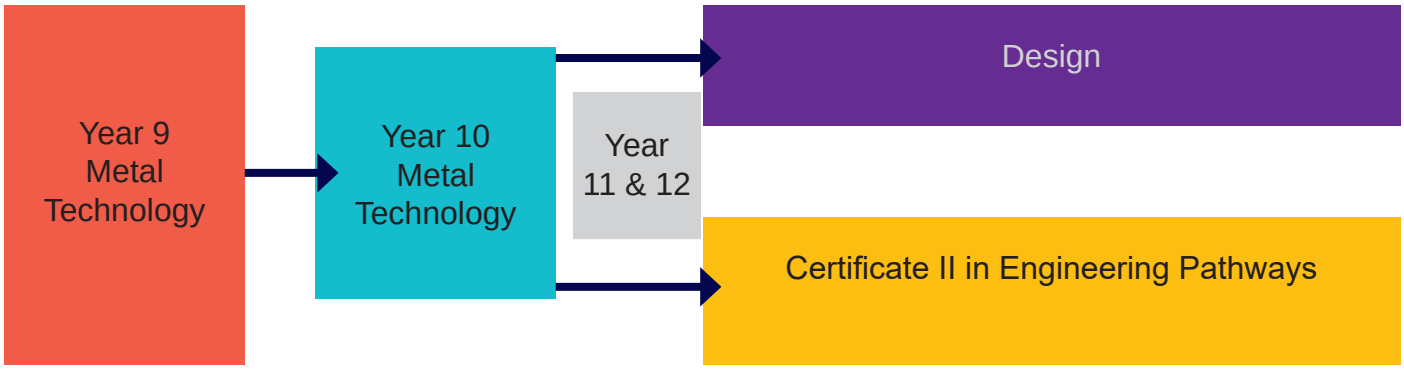
Unit 2:

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

Metal Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

ELECTIVE

Food Technology

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Elective: Food Technology, Semester 1 (9DTF1)

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

Elective: Food Technology, Semester 2 (9DTF2)

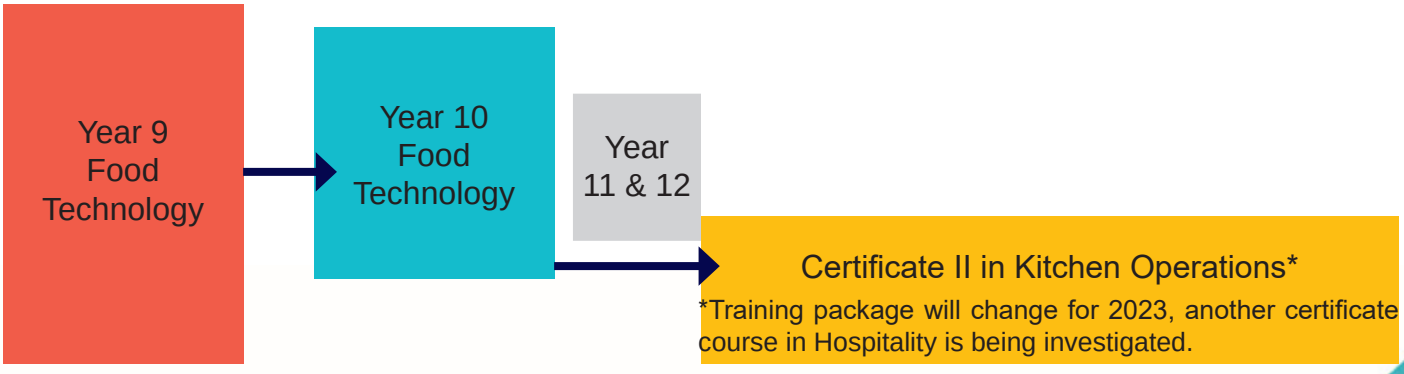
The Beginning Chef

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.

Food Technologies Pathways



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Design Technology

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Elective: Deisgn Technology, Semester 1 (9DES1)

Technologies Design (Unit A)

This Unit focuses on HCD (Human Centred Design), designing for individual needs. Including and not limited to products services and environments.

Elective: Deisgn Technology, Semester 1 (9DES1), OR Semester 2 (9DES2)

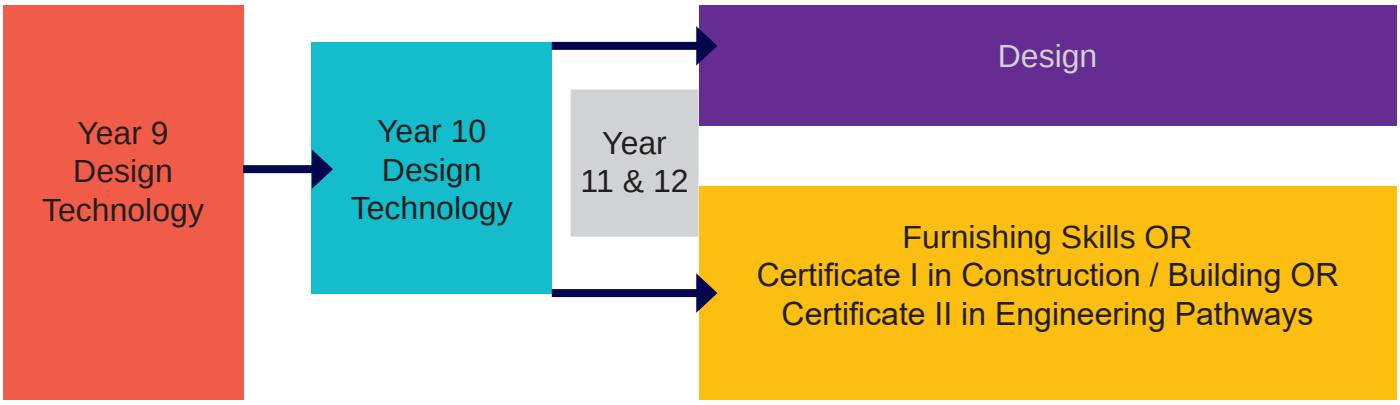
Technologies Design (Unit A)

This Unit focusses on Commercial design and sustainability. Students will also look at engineering challenges and solutions.

Examples of Design topics in both units 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

Design Technologies Pathways



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ELECTIVE

Textiles Technology

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Elective: Textiles Technology, Semester 9 (9DTT1)

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

Elective: Textiles Technology, Semester 2 (9DTT2)

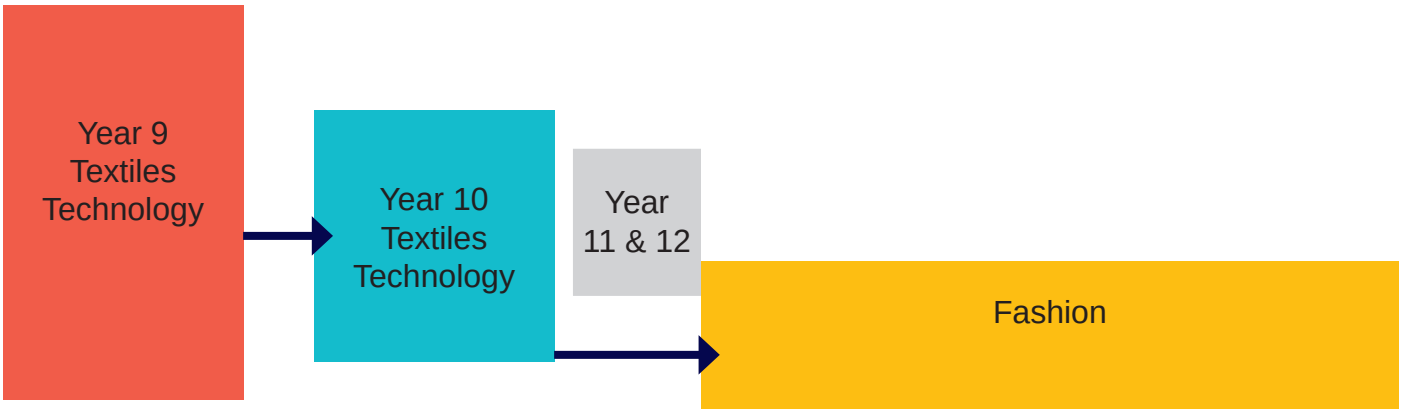
Soft Furnishings

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’

Textiles Technologies Pathways



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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.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.

Elective: Digital Technology, Semester 1 (9DIG1)

Unit 1

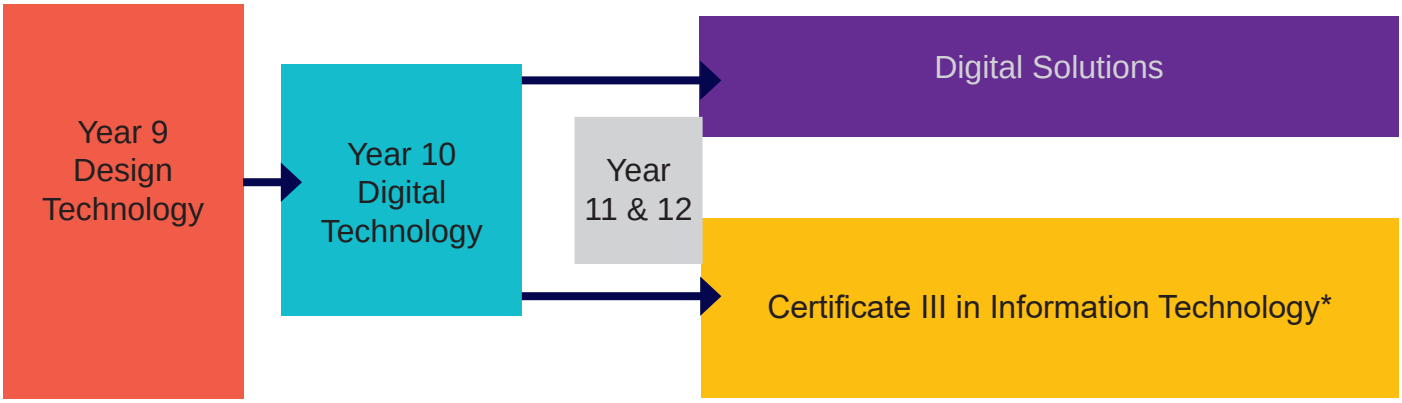
- This unit is designed to introduce students to some of the various applications and programs commonly used in all professions. Students will gain an introductory background in the theoretical side of computing which is invaluable to those wishing to pursue further studies in this field
- A variety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

Elective: Digital Technology, Semester 2 (9DIG2)

Unit 2

- Students will be exposed to various programs with an emphasis on developing good problem solving and communication skills
- This unit has a practical, 'hand-on' focus with associated theory components integrated throughout the unit
- Areas of Web Design, Programming, Robotics Extension and Program Design and Development are explored

Digital Technologies Pathways



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ELECTIVE

French

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.Is it strongly recommended that students study the four units across Years 9 and 10 consecutively, as vocabulary and grammar and built on continually to maximise success.

Elective: French, Semester 1 (9FRE1)

Units: Bon Weekend! and Allon 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

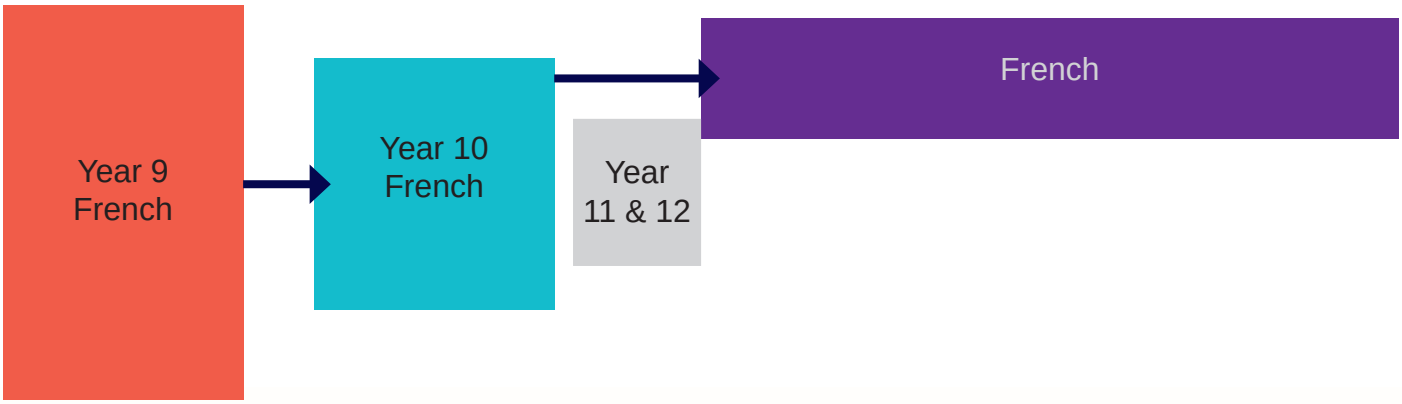
Elective: French, Semester 2 (9FRE2)

Units: En plein air and 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

French Pathways



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Japanese

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Elective: Japanese, Semester 1 (9JAP1)

Unit: Fantastic Families

Topics 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

Unit: 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

Elective Japanese, Semester 2 (9JAP2)

Unit: Crazy Counters

Topics include:

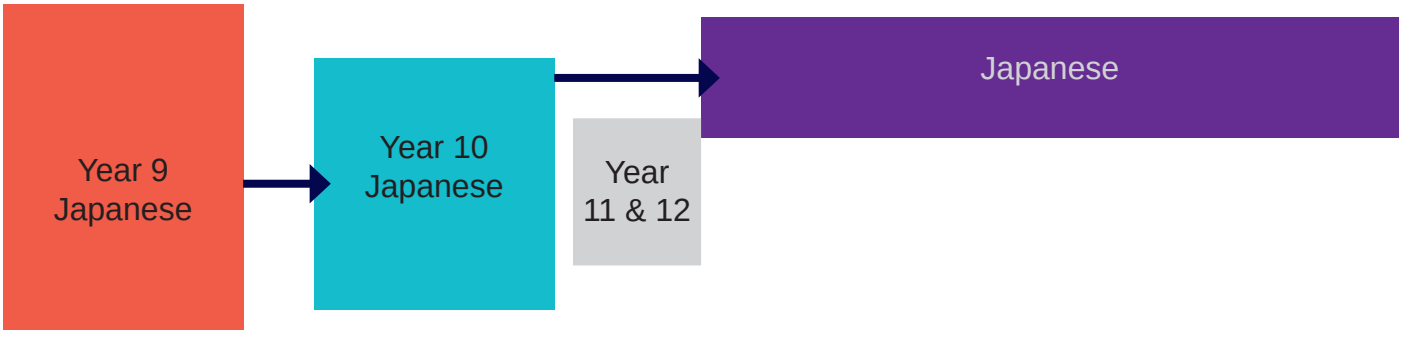
- Discussing weather and seasons
- Investigating Japanese counters based on size and shape of items
- Ordering in restaurants and restaurant conversations
- Expressing wants and desires

Unit: 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

Japanese Pathways



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ELECTIVE

Drama

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 Art subjects in the primary years of schooling, and to specialise in secondary school. These subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Elective: Drama, Semester 1 (9DRA1)

Unit 1:

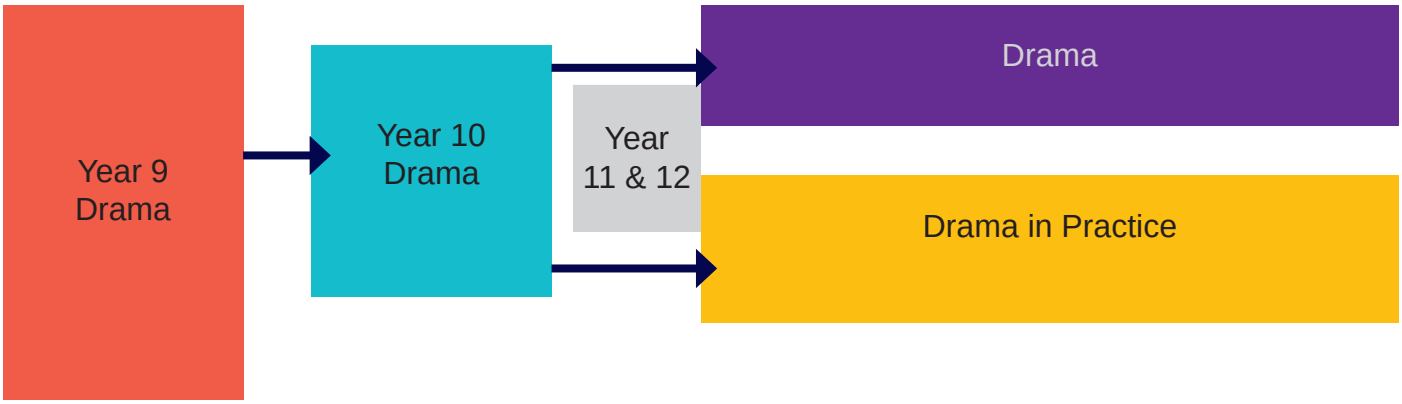
In this unit, students make and respond to drama by exploring contemporary Australian Drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies to make and respond to their work.

Elective: Drama, Semester 2 (9DRA2)

Unit 2:

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.

Drama Pathways



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Music

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They learn to read and write music in traditional and graphic forms and utilise music technology to become independent learners. Students integrate Responding and Making (Performing and Composing) activities, which are developed sequentially across four independent Music Units in Year 9 and 10.

Elective: Music, Semester 1 (9MUS1)

Unit: Play That Song

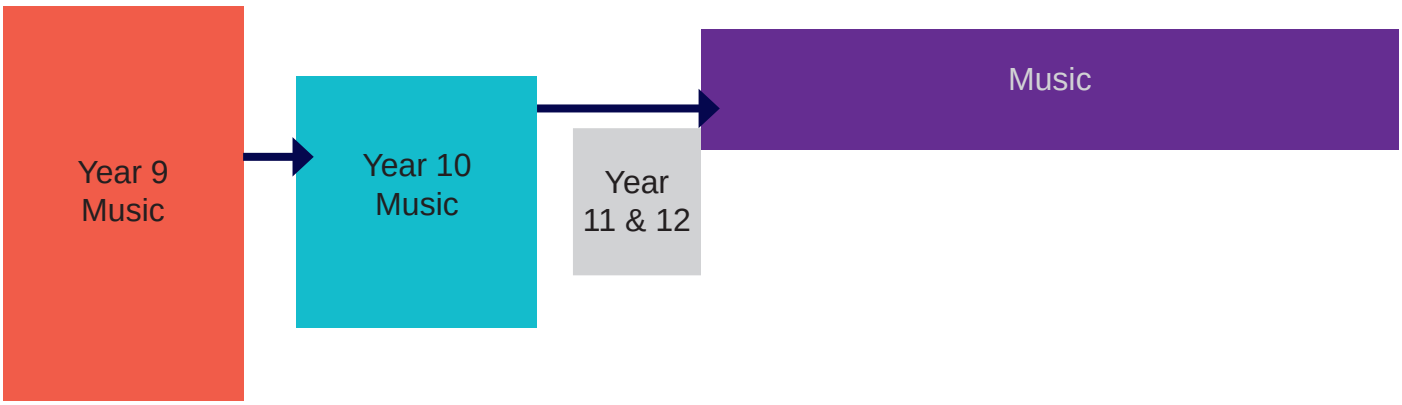
- develop performance and reading skills on keyboard, guitar, and other area of specific musical interest e.g., voice, violin, drums
- create original melodies and harmonise them with appropriate primary and secondary chords
- explore how technology can be used to create original compositions using loops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

Elective: Music, Semester 2 (9MUS2)

Unit: 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

Music Pathways



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ELECTIVE

Visual Art

Year 9 Semester Visual Art electives are about acquiring specific visual arts skills by exploring various techniques and media with the ability for individual ideas and a personal aesthetic to develop. Students will experience a range of art forms within the categories of 2D, 3D and 4D (time-based media) and/or Design. Students will delve into ideas ranging from realism to abstraction and learn about art history movements, artworks and art practices as artists and audience. Students may have the opportuntiyto experience an enrichment excursion such as to the local art gallery.

Elective: Visual Art, Semester 1 (9VAR1)

Unit 1: Drawing, Paining & Ceramics

Students may experience the following art forms:

- 2D Drawing (Realistics contemporary still life)
- 2D Painting (Graphic design on canvas or a skateboard deck)
- 3D Ceramics (Vessels, Slab, Architecture)

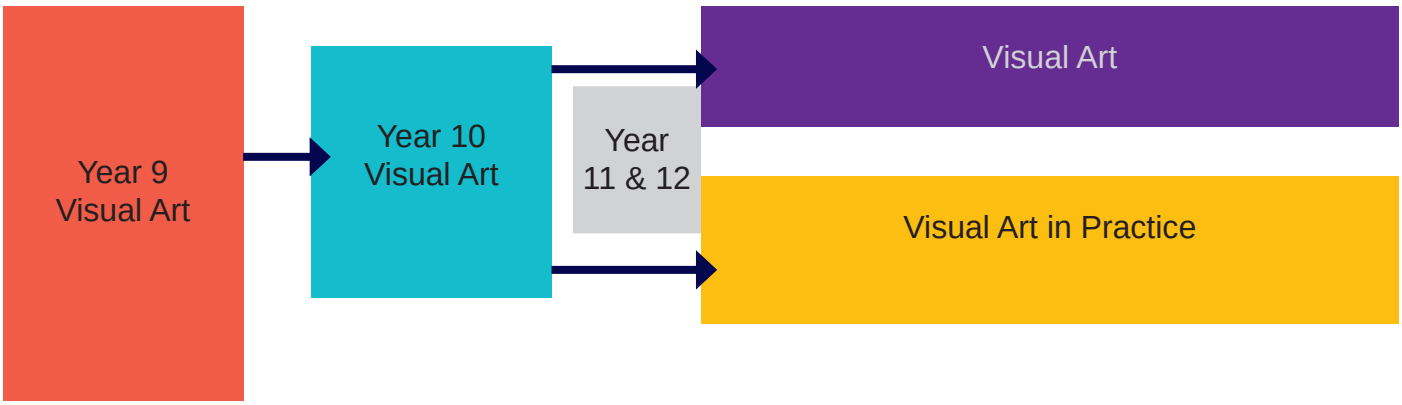
Elective: Visual Art, Semester 2 (9VAR2)

Unit 2: Printmaking, Sculpture & Digital Art

Students may experience the following art forms:

- 2D Printmaking (Etching)
- 3D Sculpture (Recycled Public Art)
- Digital Art (Photography Folio)

Visual Art Pathways



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