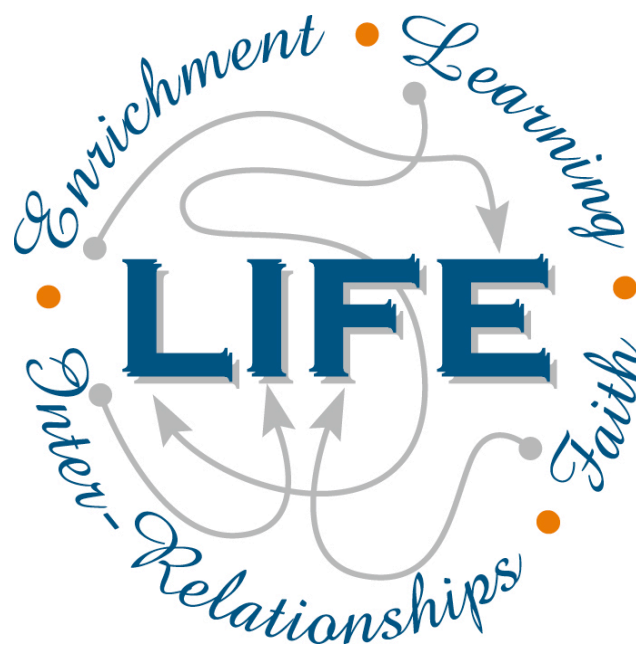

HOLY CROSS COLLEGE



YEAR 9 CURRICULUM INFORMATION HANDBOOK

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INTRODUCTION

The Year 9 curriculum aims to provide a rich, comprehensive and well-balanced programme which will cater for the spiritual, academic and physical needs of students as they complete their final year in the Middle School. Students will study compulsory courses and will select from a wide range of electives. The Year 9 curriculum is designed to challenge all learners and to prepare them for the future.

It is vital that students continue to develop sound home study habits. Students who are well trained in the discipline of home study find it easier to cope with the increasing demands on their time as they progress through their secondary schooling.

Students begin their transition to Senior School by commencing their Year 10 courses in the Spring Term. The early commencement of Senior School gives students four full terms in each of Years 10, 11 and 12. Senior School at Holy Cross College will offer students an opportunity to prepare for university entrance or vocational pathways.

COURSES OF STUDY

A course of study for Year 9 students consists of two components - Compulsory and Elective Studies.

COMPULSORY STUDY

The compulsory component is studied by all Year 9 students and includes:

- Religious Education
- English
- Mathematics
- History and Geography (one per semester)
- Science
- Big Ideas
- Physical Education

The English, Mathematics, History and Science courses are aligned to the Australian Curriculum and will give students a strong foundation for their Senior School studies.

ELECTIVE STUDY

In Year 9 students will complete three elective courses selected from the following. Each course will be studied over the three terms for Year 9.

The following electives will be offered in 2016:

- Business and Enterprise
- Computer Science
- Dance
- Drama
- Food Science
- Italian
- Jewellery Design
- Materials Technology - Metalwork and Plastics
- Materials Technology - Woodwork
- Multi-media – Film & Animation
- Multi-media – Digital Photography
- Music
- Outdoor Education
- Sport and Recreation
- Technical Graphics
- Textiles
- Visual Arts

HOME STUDY

Home study is an integral component of the learning process. The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- revise for tests and exams
- develop skills to work independently

The recommended minimum amount of time for homework and study each day is as follows:

Monday – Thursday

Weekend

1 ½ hours

2 ½ hours

CHRISTIAN SERVICE LEARNING - *GIVING LIFE*

Christian Service Learning is a response to the Gospel message to love our neighbour. Each of us has a responsibility to give hope to others and, in doing so, to contribute to making the world a better place. Through, *Giving Life*, The College's Christian Service Learning program, students will be challenged to enhance the opportunities of others to have '*life to the full*'. Awareness of social justice issues and the principles of Christian Service will be an important part of this unit.

All Year 9 students must complete the Year 9 requirements for Christian Service Learning which include both active service and reflection.

PERTH CITY EXPERIENCE

A focus for Year 9 will be the Perth City Experience. Students will embark on a detailed study of Perth - encompassing History, Geography, Religion, Mathematics, Science, Literature, Art and Culture. A highlight of the Perth City Experience will be in Curriculum Enrichment Week when students will spend a week in Perth engaged in a variety of learning experiences. Students will complete a number of multi-disciplinary tasks as part of the Perth City Experience. These tasks will form part of their learning and assessment for a number of learning areas. During this time the students also learn skills of independence and organisation as they make their own way into Perth by public transport and learn to navigate around the City.

COURSE DESCRIPTIONS

COMPULSORY STUDY

RELIGIOUS EDUCATION

The general aims of Religious Education within Catholic schools are to provide students with learning experiences and opportunities to reflect on:

- the vision of the human person within a Christian context
- how the development of this vision is often hampered as a result of human weakness and social conditioning
- how within Christian tradition and practice one is offered the means by which to rise above all that prevents them from becoming a fully integrated human being

Students will follow the Perth Archdiocesan Religious Education Course. Year 9 students complete the following topics:

- The Human Search for Truth
- People can Achieve Emotional Peace
- People Grow Stronger Spiritually
- Christian Love and Sexuality

ENGLISH

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

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

Literary texts that support and extend students in Years 9 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.

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.

MATHEMATICS

Year 9 Mathematics courses are designed to prepare students for the appropriate level of Mathematics for Year 10 and beyond. At the beginning of Year 9, students will be placed in appropriate Mathematics courses based on their abilities and Year 8 results.

General Courses

By working mathematically through the stages of Understanding, Fluency, Problem Solving and Reasoning, students explore and develop the skills necessary to build on the knowledge learned through each of the three content areas of Year 9. Students will find the Year 9 courses have a heavier load of abstract mathematical ideas and therefore will need to ensure that all assessments during the year are prepared for with a suitable rigor to ensure success. The Year 9 course is intended to provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

- Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use 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 and 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.

Modified Classes

Students who do not have the prerequisite skill sets in terms of the cross-curricular requirements of numeracy and literacy to access mathematics at the given year level may be asked to complete a modified program of work. This programme is designed to enable students to progress with the goal of graduating from high school in the future.

A direct instruction programme of remediated work coupled with concepts taken from the foundation of mathematics programs' are utilized by teachers in this year group to progress students towards this goal. If students are new into this programme in Year 9 a letter of consent will be sent to parents prior to the start of the programme.

HISTORY

The Year 9 History 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, cause and effect, perspectives, empathy, significance and contestability.

The Perth City Experience enriches the Year 9 History course providing an opportunity for a focused study of the history of Perth.

GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world through perspectives based on the concepts of place, space and environment. Students will learn to develop the skills of geographical inquiry through investigations, the collection and interpretation of information to develop conclusions and reflection on the overall process. Year 9 students will study two units:

Biomes and Food Security

This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of Interconnections

This unit 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 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.

SCIENCE

In Year 9 students will continue to develop their Science inquiry skills and explore Science as a Human Endeavour. The course is based on the material covered in the text Jacaranda Science Quest 9 which all students will purchase as part of the Digital Bundle. All students will require the electronic version of the above text which needs to be activated on their own iPad device.

By the end of Year 9 it is expected that students can:

- use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills
- apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists
- plan experimental procedures which include the accurate control and measurement of variables
- identify inconsistencies in results and suggest reasons for uncertainty in data
- use scientific representations when communicating their results and ideas

Year 9 students study the following content areas:

Biological Sciences

- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.

Chemical Sciences

- Explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.

Earth and Space Sciences

- Explain global features and events in terms of geological processes and timescales.

Physical Sciences

- They describe models of energy transfer and apply these to explain phenomena.

BIG IDEAS

In Year 9 students will continue to be challenged to focus on deep learning in meaningful concepts and to think critically, creatively and laterally. Through this inter-disciplinary program students will have the opportunity to come to a greater understanding of themselves, their community and the world in which they live. Studies in Big Ideas give greater depth to the studies in each of the disciplines. Year 9 Big Ideas topics are closely connected with the concepts being taught in Religious Education, English, Mathematics, Science, History and Geography. Assessment from Big Ideas is included in the assessment of individual learning areas. The projects associated with the Perth City Experience will be the focus of one of the Big Ideas' topic.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practice ways of adopting and maintaining a healthy, productive and active life. Through participation, students will develop fundamental motor skills. Skills involving hand-eye co-ordination, general body co-ordination and components of fitness will be developed. There is special focus for students to learn through movement experiences that are both challenging and enjoyable.

ELECTIVE STUDY

BUSINESS AND ENTERPRISE

The world of business is dynamic and exciting. It demands certain skills and attributes that students will be given the opportunity to develop, in this course. This course is mainly theoretical and students will need a sound ability in Mathematics and English. It aims to develop students' financial literacy and give them a background for further study business in later years. Topics covered in this course include:

- cash and credit use
- budgeting – short and long term
- developing of a business idea in theory to reality
- accounting records systems
- understanding financial reporting

COMPUTER SCIENCE

This course is designed to give students an understanding of how computers work and how they can be programmed to serve human needs. The course also aims to increase a student's problem solving skills. The two major areas to be explored are:

Robotics

Students will learn to program a robot that can move, sense light, sound and judge distance from objects using ultrasonic sound. The robots can be programmed to collect objects, avoid obstacles and almost anything else you can dream of. This subject will build on the skills learnt in Year 8. Students will have the opportunity to devise and build a robot capable of playing soccer.

Programming

Students will learn how to program in Python. Python is a both a visual and text based programming language that allows students to learn about programming concepts while making an animation at the same time. The programming concepts learnt by using these programming languages allow for students to understand and use other programming languages.

DANCE

The Dance course extends and refines the skills and concepts from Year 8 Dance and gives students an opportunity to develop Dance techniques. Dance genres studied include; Jazz, Hip-Hop, Contemporary and Multi-Cultural Dance styles. These Dance genres explore the power of Dance to engage and educate performances and audience members. Students develop dance technique through practical classes and also learn choreographic tools to help them create their own dance works. The structure of the course allows for both beginners and experienced dance students to be sufficiently challenged, to work together and learn from each other. Throughout the unit students are given several opportunities to perform for audiences (students are expected to perform), view dance performances and participate in guest artist workshops. The main aim of this course is to increase self-confidence, co-ordination, strength, flexibility and provide students with an outlet for creative expression. The key activities in which students will participate are: choreography, performance and reflection.

DRAMA

In the Drama course, students will further develop their understanding of Dramatic conventions, elements and processes by participating in both scripted and improvised performance. They will also begin an exploration of the history of theatre. Students will investigate various production roles and be given the opportunity to be part of drama performances and production teams.

Students will need to:

- Perform a monologue.
- Produce a process journal.

FOOD SCIENCE

Students will investigate the eating habits and traditions of a variety of cultures. They will prepare recipes from Asian and European countries as well as typically Australian cuisine. Improvement of food preparation and presentation skills and nutritional knowledge are essential elements of this course.

Students will:

- Design and produce their own dish.
- Produce a noodle dish
- Examine international food and produce a dish.
- Practice skills such as precision cutting measuring.

ITALIAN

In the Year 9 Italian course students continue to engage with the Italian language and learn about Italian culture. The Learning contexts for Year 9 Italian are concepts such as family, friends, school, time, places, leisure activities, travel and food. The students will be engaged in spoken and written activities such as announcements, advertisements, travel accounts, e-mails, recipes. They will also explore similarities and differences between Australian and Italian culture.

JEWELLERY DESIGN

In this course students will expand their knowledge and skills of Jewellery Design and manufacture. They will make high quality pieces using a variety of techniques such as gilding and casting. Again there is opportunity for students to make artefacts of their own design and build upon their design skills and manufacturing expertise learned in materials technology. Students will learn how to stamp and use laser-cutting techniques. Design is a large element of the production process

MATERIALS TECHNOLOGY - METALWORK/PLASTICS

This course introduces new skills and processes in working with metal and plastics as well as consolidating those learned in the Year 8 course. The correct use of tools and equipment used in constructing projects from these materials will be demonstrated and experienced by students. Students will learn how they can use design aspects to change the form and appearance of their projects.

A number of projects will be produced in practical classes to enable students to learn the correct use of a range of tools, equipment and machinery. Students will have the opportunity to learn many new processes and develop skills and techniques in the workshop. The metal projects will include sheet metal, steel, art metal and jewellery using processes like bending, forming, drilling, soldering, polishing and finishing. Plastics processes will include shaping, polishing and heat forming. There will be an opportunity for design projects to combine both metal and plastics. Safety and safe working procedures will be a focus as well as clean working habits.

MATERIALS TECHNOLOGY - WOODWORK

This unit will build on the knowledge and skills students have learned during the Year 8 course. The focus is on the design process including planning, justifying, implementing design ideas and evaluating the effectiveness of the product made.

A number of products will be designed and produced in practical classes to enable students to demonstrate an increasing independence in the use of a range of tools, equipment and machinery. They will develop a greater understanding of the types of timber products available and the most effective ways they can be used. Students will have the opportunity to learn many new processes and develop new skills and techniques in the workshop. Safe working habits and a clean work environment will again be a focus during each session.

MULTIMEDIA – FILM & ANIMATION

Film and Animation will provide students with the creative opportunity to develop professional looking news reports, high-concept music videos and eye-catching animations. The subject will teach the students vital skills in programs such as Adobe Premiere Pro, Flash and After Effects to help create a wide variety of multimedia presentations that include stop-motion animation and web-based animations.

MULTI MEDIA – DIGITAL PHOTOGRAPHY

This course will explore the intense technical aspects of creating the 'perfect photo.' Students will learn the value of light manipulation and the importance of aperture size and frame-rates. From here the students will investigate how good photography can be used in a variety of ways: everything from magazine covers, newspaper articles, professional advertising to website design can all benefit from strong photography skills.

MUSIC

Throughout the contemporary based Music course, students will further develop their understanding of musical conventions, elements and processes through performance, composition, listening and responding tasks. Students will be given the opportunity to develop their musical skills and appreciation in practical and theoretical settings, including songwriting. The College will have a variety of instruments available for use as part of the course and enrolling in the College Instrumental Programme and selecting an instrument to study is strongly encouraged.

OUTDOOR EDUCATION

This Outdoor Education course will focus on enjoying and becoming familiar with the outdoors. It will encourage students to gain an understanding of the environment and how to interact with it. Students will be introduced to simple tools to assist in personal preparation necessary to participate in a positive and safe environment and engage in outdoor activities to develop some basic skills.

To ensure safe participation students will be introduced to safety and appropriate practices. They will also be introduced to the concept of self, focus on communication skills and introduced to leadership and leadership qualities.

Students will develop a basic understanding of the environment and its various parts. They will be introduced to the characteristics of nature and natural environments as well as ways to minimise human impact.

The focus for this course will be on orienteering, lifesaving skills, bushwalking, ropes, mountain biking and expedition planning. These physical activities will provide students the opportunity to develop their personal skills, interpersonal skills and leadership qualities that are essential to be able to operate effectively and safely in the outdoors.

Students who wish to enrol in this course will need to be prepared to engage in physical activities in the natural environment and on occasion will be required to attend single or half day excursions with possible commitment to before and after school activities. There will be an additional cost for students studying Outdoor Education.

SPORT AND RECREATION

The Sport and Recreation course is designed for all interested students who are keen to develop their skills, fitness, knowledge and understanding to a variety of sport and recreational activities. Students will incorporate and extend their skills, performance standards and knowledge while valuing an active, healthy lifestyle. Focus will be on leadership, teamwork, coaching, and active participation and to foster an interest that may lead to enjoyable recreational pursuits later in life. Students will focus on one sport per term.

TECHNICAL GRAPHICS

This course will investigate further the use of technical graphics in the modern world. Students will learn how to create engineering technical drawings of familiar objects using computer programmes such as Autocad. Students will learn how to draw to scale and use the latest rendering programmes to create realistic products.

Skills:

- Oblique & isometric drawings
- Logos
- CAD
- Line use & rendering

VISUAL ARTS

The College Visual Arts programme is designed to facilitate the development of visual literacy - the ability to both deconstruct and interpret art and to create increasingly complex and sophisticated art works. Each year within the programme builds on the skills, techniques and understandings acquired in the preceding year and over time leads to a broad appreciation of the cultural base for art practice. Australian Art is highly valued within our program and both Indigenous and non-Indigenous forms are studied.

This course will cover studio areas such as drawing, painting, printing and ceramics/sculpture. Each project will consist of a visual diary of drawings and design which will lead to the final studio work. Students will experience a wide range of techniques and a variety of media in the production of the visual diary. Art History and Art Criticism will be incorporated into each project. There is an increasing focus on contemporary art and images; and students engage in critical analysis both in making and interpreting art. This course is a pathway to the Senior School Visual Arts Course of Study.

TEXTILES

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear without a second thought, through to the high end fashion pieces which grace the catwalks of capital cities and the magazine covers such as Vogue and Elle.

In this programme students build upon the basic sewing skills learnt in previous years. They are introduced to materials, techniques, and practical skills, which lead to the design and manufacture of a number of unique textile pieces. Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, processing, manufacturing and organizational skills. It is through this materials investigation that students are able to develop their creativity and understanding of the society in which they live. Students will learn the skills of using a sewing machine and/or overlocker and construction techniques using patterns.

