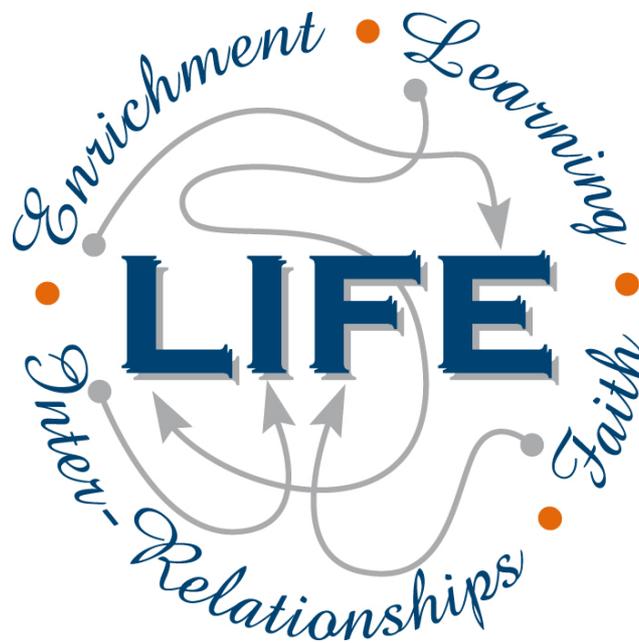

CURRICULUM INFORMATION HANDBOOK



YEAR 9 – 2018

CONTENTS

INTRODUCTION	1
COURSES OF STUDY	2
COMPULSORY STUDY	2
ELECTIVE STUDY	2
HOME STUDY	3
CHRISTIAN SERVICE LEARNING - <i>GIVING LIFE</i>	3
PERTH CITY EXPERIENCE	3
COURSE DESCRIPTIONS	4
COMPULSORY STUDY	4
RELIGIOUS EDUCATION	4
ENGLISH	4
MATHEMATICS	5
HUMANITIES AND SOCIAL SCIENCES	5
SCIENCE	7
HEALTH and PHYSICAL EDUCATION	7
ITALIAN	7
BIG IDEAS	8
ELECTIVE STUDY	9
PHYSICAL EDUCATION	9
TECHNOLOGIES	10
THE ARTS	13

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 Economics (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 2018:

- 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

1 ½ hours

Weekend

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

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

General Course

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.

Modified Course

The Modified class will study a program of work suited to individual student's needs. However, the class will study texts of a complexity best suited to the students' demonstrated ability, but will at times and as appropriate, study similar texts and contexts to the general course. The programme of work outlined generally follows the Australian Curriculum Year 9 Achievement Standard units of work, with modifications as appropriate.

Reading and Writing skills will be a particular focus of the Modified class. There will be a particular focus on skills necessary to pass the Online Literacy and Numeracy Assessment (OLNA).

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 classes based on their abilities and results from Year 8.

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.

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

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 programme of work. This programme is designed to address any gaps and weaknesses identified. This will then enable students to progress with the goal of graduation from high school. If students are new into this programme in Year 8 a letter will be sent home prior to the start of the programme.

HUMANITIES AND SOCIAL SCIENCES

In Year 9, Humanities and Social Sciences consists of Economics and History. Students develop increasing independence in critical thinking and skill application, which includes questioning,

researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Economics

Students will develop a deep understanding of the economic concepts of specialization and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored through a detailed study of the food industry and they explore economic and geographical reasons for food insecurity around the world.

History

In Year 9 History, there will be a focus on developing a deep understanding of the historical concept of perspectives while students will continue to develop their understanding of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, including Federation and the significance of World War I. Through their historical study, students will explore key aspects of Australia's democratic system including the role of key players in the political system and how a government is formed.

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

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.

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.

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 and Humanities and Social Sciences. Assessment from Big Ideas is included in the assessment of individual learning areas. The projects associated with the City Experience will be the focus of one of topics of Big Ideas.

ELECTIVE STUDY

PHYSICAL EDUCATION

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 enroll 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.

TECHNOLOGIES

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 in business in later years. Topics covered in this course include:

- Business planning
- Financial forecasting
- Developing a marketing strategy for a new product idea
- The importance of sustainability and the rise of social enterprise
- People in the workplace

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 Scratch. Scratch 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.

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.

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 enameling and silver soldering. There is the 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 make a silver ring, an enameled piece and can incorporate the use of the laser-cutter to design and manufacture their own unique artefact. Design is a large element of the production process.

MATERIALS TECHNOLOGY - METALWORK

This course introduces new skills and processes in working with metal 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. They will work with a number of new and exciting technologies including the laser cutter and 3D modelling software.

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 projects such as storage cases and fire pits using processes like MIG welding, brazing, bending, forming, drilling, soldering, polishing and finishing. 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. Students will work with a number of new and exciting technologies including the laser cutter and 3D modelling software.

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. Students will design and produce a CO2 Dragster, bedside speaker and chopping board. 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 short films 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.

In this programme, the students will focus on integrating all of these skills together to produce a five-minute short film based on a specific genre. The students will demonstrate their understanding of the genre through their manipulation of the traditional codes and conventions of the genre. Students will also be challenged to create their production using only original material or material that is copyright and royalty-free.

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.

In this programme, the students shall produce a series of photos under a specific theme. The creative process leading to the final series of photos will be compiled in a design portfolio and the photo series will be displayed as part of the Annual Arts Showcase so that the students have an authentic audience to inspire them in the production of their work.

TECHNICAL GRAPHICS

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

They will apply this knowledge to create a disaster relief building, and a small scale product they can produce on the laser cutter.

Skills:

- Oblique & isometric drawings
- CAD and CAM
- Line use & rendering
- Modelling

TEXTILES

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear, 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 these materials investigations that students 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.

THE ARTS

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

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.

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.