

# CURRICULUM HANDBOOK

Golden Grove High School



## YEAR 9 2021



*Respect • Equality • Pride • Integrity • Resilience*



Department for Education  
T/A South Australian  
Government Schools  
CRICOS Provider No.: 00018A



Government  
of South Australia  
Department for Education

Success For All

## MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum at Golden Grove High School refers to students in Year 8 and Year 9.

The curriculum offered during these years is based upon the Australian Curriculum:

- Arts
- English
- Health and Physical Education
- Humanities
- Languages (Spanish and Japanese)
- Mathematics
- Science
- Technologies

Middle School students experience each of the eight learning areas, with semester or full year offerings..

Students study a total of 7 subjects each semester, 14 for the year.

As students progress through the school, more choice becomes available to allow students to personalise their subject selections in areas of particular interest or ability.

## YEAR 9 CURRICULUM

The Year 9 Course is based on the Australian Curriculum and is the second year of the Middle School Curriculum. Students study 14 units over the year. All students are required to study the Compulsory Subjects and have a choice of 5 additional units. Students are reminded they cannot do more than a Full Year of any one curriculum area (from the choice subjects).

<b>COMPULSORY SUBJECTS FOR ALL STUDENTS</b>	
The Arts	Semester
English	Full Year
Mathematics	Full Year
Science	Full Year
Health and Physical Education	Semester
History	Semester
Social Studies – Business and Economics & Civics and Citizenship	Semester
Technologies	Semester

<b>CHOICE SUBJECTS</b>	<b>MAXIMUM OF 5 UNITS FROM BELOW</b>
Students choose 5 units from this list below. Students are able to select no more than 2 Arts subjects and 2 Health and Physical Education subjects. If doing a language or Music, students <u>must</u> choose these for a full year.	
<b>CAPABILITIES PATHWAY</b>	
Academic Extension Semester 1	Semester
Academic Extension Semester 2	Semester
Entrepreneurship (Leadership)	Semester or Full Year (10/20 credits SACE Stage 1)
Peer Support - Pre	Semester
STEM Semester	Semester
<b>THE ARTS</b>	
<b>Minimum of 1 Semester from below</b>	
Art	Semester or Full Year
Dance	Semester or Full Year
Drama	Semester or Full Year
Media Art	Semester
Music	Full Year
Special Interest Dance	4 Semesters
<b>HEALTH AND PHYSICAL EDUCATION</b>	
Physical Education Second Semester	Semester
Special Focus Touch Football	Semester 1 Only
<b>HUMANITIES</b>	
Geography	Semester
<b>LANGUAGES</b>	
Japanese	Full Year
Spanish	Full Year
English as an Additional Language (EALD)	Full Year
<b>TECHNOLOGIES</b>	
<b>Minimum of 1 Semester from below</b>	
Design Technology	Semester or Full Year
Digital Technologies	Semester or Full Year
Home Economics	Semester or Full Year

# Year 9 Compulsory Subjects

## English

### ENGLISH

Full Year

COST: \$30 subject charge (compulsory):

- \$10 for performances
- \$20 for workbook

#### ADVICE TO STUDENTS

Students will study this subject as prescribed by the Australian Curriculum.

#### CONTENT

Students will continue to develop their English language and literacy skills by studying a range of texts, both written and visual, which will include classic and contemporary literature such as novels, short stories, plays, films and poems. They will examine popular literature in the form of song lyrics, comics, cartoons, magazines and other similar texts.

Students will also examine the language used in the media and in everyday life, using a variety of texts such as greeting cards, discussions, picture books, soap operas, radio broadcasts, newspaper articles and a variety of electronic communication.

They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by finding information, analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms.

They will continue to develop and extend their own taste in reading during a weekly silent, sustained reading lesson.

### ESSENTIAL (SUPPORT) LITERACY (YEARS 8-10)

Full Year

#### ADVICE TO STUDENTS

Students will undertake a modified program to cater for individual literacy needs. Identified students will have either a One Plan or an Individual Education Plan.

#### CONTENT

- Functional Literacy
- Spelling, Grammar
- Creative Writing
- Reading a variety of texts
- Report Writing
- Resume Writing
- Application Writing

Students will build on their existing knowledge, skills and experience to improve their English skills.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

### ESSENTIAL ENGLISH (Only by recommendation)

Full Year

#### ADVICE TO STUDENTS

This course leads on to Year 10 Essential English.

Students will study this subject as prescribed by the Australian Curriculum. Students will be recommended to join these classes based on their performance in Year 8 English as well as teachers' recommendations.

This course is designed to improve the literacy skills of students who are below benchmark in NAPLAN or PATR testing. Students will undertake work that is explicitly designed to improve writing skills and reading comprehension skills.

Students will have the opportunity to progress into mainstream English classes if results show that they have improved beyond required benchmarks.

Assessment will be based on a range of written tasks.

# Year 9 Compulsory Subjects

## Mathematics

### MATHEMATICS

Full Year

COURSE COST: \$40 Maths Pathway Program (compulsory)

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22 GST incl).

#### ADVICE TO STUDENTS

Students will use the Maths Pathway online program for this subject. This [link](#) will take you to the Mathematics page, which has more information about the Maths Pathway model.

Assessment will be based on regular fortnightly tests, rich learning tasks and investigations.

#### CONTENT

Topics will include:

- Real numbers
- Money and financial mathematics
- Pythagoras Theorem
- Trigonometry
- Algebraic processes
- Using units of measurement
- Linear and non-linear relationships
- Chance
- Data representation and interpretation

### NUMERACY (One Plan)

Full Year

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22 GST incl).

#### ADVICE TO STUDENTS

Students who studied Year 8 Numeracy will be placed in the Year 9 Numeracy class.

Students will use Maths Pathway online program for this subject. This [link](#) will take you to the Mathematics page, which has more information about the Maths Pathway model.

Assessment will be based on regular fortnightly tests, rich learning tasks and investigations.

## Science

### SCIENCE

Full Year

COURSE COST: \$30 for Education Perfect online learning tool (compulsory)

#### ADVICE TO STUDENTS

The year involves studies in general Science covering Earth and Space Sciences, Biological Sciences, Physical Sciences and Chemical Sciences in preparation for Year 10 Science.

Assessment tasks will include end of topic tests, science as a human endeavour tasks and investigations.

#### CONTENT

Topics will include:

- Ecosystems
- Matter
- Sound and Light
- Plate Tectonics
- Body Systems
- Reactions
- Heat and Light

# Year 9 Compulsory Subjects

## Health and Physical Education

### HEALTH & PHYSICAL EDUCATION SEMESTER 1

Semester

#### ADVICE TO STUDENTS

Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant, and actively engaging. The practical component of this course will provide a focus on improving student knowledge and understanding of movement concepts, patterns and strategies through participation in a range of team and individual sports. Students will investigate, develop and improve movement skills and apply them to sporting situations.

In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper in to a wide range of issues, proposing and refining health initiatives and practices that can be used to improve their own health and that of the community.

#### CONTENT

Practical topics:

- Volleyball
- Basketball
- Indigenous & Multicultural Games
- Soccer
- Tennis

Theory Topics:

Mental Health and Wellbeing - Students investigate a range of Mental Illnesses and the stigma that is often attached to these. They also explore the range of pressures felt by young adolescents, the impact this can have on mental health and strategies to help deal with these pressures.

Alcohol and Other Drugs - Investigation into addiction and the ways in which drugs and alcohol abuse can affect the individual and their relationships with the people around them.

### HEALTH & PHYSICAL EDUCATION SPECIAL FOCUS TOUCH FOOTBALL SEMESTER 1

Semester

**Selection in this course will be by invitation only with the majority of students continuing on from the Year 8 program. This Touch Football focus course counts as the selected students' compulsory HPE unit at Year 9.**

COST: Vista and SSSSA competitions will attract some additional costs – approximately \$50.

#### ADVICE TO STUDENTS

Students will be identified via selection trials run in Term 3 of Year 8. The course will be restricted to a maximum of 12 boys and 12 girls.

#### CONTENT

This course is designed to extend student knowledge and prepare them for senior school physical education courses and builds on the knowledge gained from their experiences in the Year 8 Special Focus Touch program.

Students will specialise in a 14 week practical Touch unit and two shorter practical units which are three weeks in duration.

Practical and theory components are assessed evenly through participation, effort, tests, worksheets and assignments.

The school has a wide diet of extra-curricular opportunities where students can extend their knowledge and skills through VISTA and SSSSA sport competitions.

#### COMPULSORY PRACTICAL TOPICS COVERED Touch, Badminton, a Choice Topic

#### THEORY

Mental Health and Wellbeing, Alcohol and Other Drugs

# Year 9 Compulsory Subjects

## History

### HISTORY

Semester

#### CONTENT

This course will follow the Australian Curriculum and be assessed against the Year 9 Achievement Standards.

It explores the making of the modern world from 1750 to 1918. Students will learn that this was a period of great change in the way people lived, worked and thought.

Students will cover these topics:

- Making a Nation (The Colonisation of Australia) – The effects of European settlement on Aboriginal and Torres Strait Islander Peoples and the experiences of non-Europeans in Australia prior to the 1900s, all the way up to the development of Australian self-government and democracy.
- World War I – The causes, nature and impacts of the Great War, including the nature and significance of the Anzac legend.
- Industrial Revolution – The experiences of men, women and children during this time and the short and long term impacts, both socially and environmentally.

## Social Studies

### SOCIAL STUDIES

Semester

This course is designed to develop life-skills regarding active participation in the community and personal finances. Students may be given the opportunity to visit the SA Courts and/or Parliament House to show how our legal system operates.

Students may also engage with a range of guest speakers regarding business and finance, as well as gaining the opportunity to design their own products and present to a 'Shark Tank'.

#### CONTENT

This course aims to develop students' capabilities of personal responsibility and citizenship.

It focuses on the development of students' knowledge and understanding of Civics and Citizenship, Law and Government and Economics and Business.

Students will cover these topics:

- Australia's national identity and how this has been shaped over time.
- How Australians can actively participate in our democracy
- How laws are made and how different types of laws influence the legal system.
- The way markets operate in Australia
- The rights and responsibilities of consumers and businesses

Students will be assessed in a variety of formats including written, multi-modal, group work and peer assessment.

# Year 9 Choice Subjects

## Capabilities Pathway

### ACADEMIC EXTENSION

#### SEMESTER ONE

This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. Students compete in teams in the World Scholars' Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

**NOTE:** Students may do this course more than once, since the challenges that are set change every year. (Upon successful completion of *this* SACE Stage 1 Unit, Year 10-12 students may choose to complete *this* course at SACE Stage 2 level.)

#### ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

**NOTE:** Academic Extension: Semester One *may be completed more than once, since the challenges set, and the topics addressed, change every year.*

#### CONTENT

This course aims to develop the general capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Personal and Social Capability
3. Ethical Understanding
4. Intercultural Understanding
5. Literacy
6. ICT Capability
7. Numeracy

#### World Scholars' Cup

Students develop their Critical and Creative Thinking skills by preparing for the World Scholars' Cup. Teams of three compete for individual and team medals in this two-day interschool team competition, which is based on six subjects: Art and Music, History, Literature and Media, Science and Technology, Social Studies and a different Special Area each year.

Students participate in four events:

1. Team Quiz (analytical/multi-media challenges)
2. Collaborative Writing (on one of the six subjects)
3. Multiple-choice Test (awarding each subject)
4. Secret Topic Debates (behind closed doors).

#### Ethics Olympiad (Semester One)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning

skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "*What is the right thing to do in this situation, and why?*" Students may be selected to represent GGHS in the annual interschool Middle School Ethics Olympiad and the annual Philosothon.

#### Personal Venture

Students choose their own Personal Venture, eg.

- **Critical and Creative Thinking:** Debating SA
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras/CAT/OUCC Competitions
- **Intercultural Understanding:** Evatt Diplomacy
- **Literacy:** Poetry/Play/Story-Writing Competitions
- **Numeracy:** MASA Maths Competition
- **Personal and Social Capability:** Public Speaking Competitions, YMCA Parliament.

#### ASSESSMENT

SACE Stage 1 Integrated Learning assessment is school-based. Students demonstrate evidence of their learning of the Capabilities through the following assessment types:

- |   |     |
|---|-----|
| 1. Practical Exploration<br>(World Scholars' Cup) | 35% |
| 2. Connections (Ethics Olympiads Teams)           | 35% |
| 3. Personal Venture (Choose your own)             | 30% |

### ACADEMIC EXTENSION

#### SEMESTER TWO

This is a cross-disciplinary extension course, which Year 9 students may complete as a SACE Stage 1 Integrated Learning Unit, receiving 10 Credits. Year 8-10 students compete in teams in the Tournament of Minds and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

**NOTE:** Students may do this course more than once, since the challenges that are set change every year. (Upon successful completion of *this* SACE Stage 1 Unit, Year 10-12 students may choose to complete *this* course at SACE Stage 2 level.)

#### ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

#### CONTENT

This course aims to develop the General Capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Ethical Understanding
3. ICT Capability
4. Intercultural Understanding
5. Literacy
6. Numeracy
7. Personal and Social Capability.

### Tournament of Minds (TOM)

Students develop their Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. There's a *Long-term Challenge* in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a *Spontaneous Challenge*.

For the *Long-term Challenge*, each team must create: their own play addressing the challenge criteria, their script and all sets, props and costumes (on a limited budget). Then they present their play at Flinders University one Sunday in September. The unseen *Spontaneous Challenge* on Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.

### Ethics Olympiad (Semester Two)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "*What is the right thing to do in this situation, and why?*" Students may be selected to represent GGHS in the annual interschool Middle School Ethics Olympiad and the annual Philosothon.

### Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating, ICAS Science, Poetry Magazine Cover Art Competition
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras and ICAS Competitions
- **Intercultural Understanding:** UN Youth's 'Voice' Public Speaking Competition and Forums
- **Literacy:** ICAS English, Spring Poetry Festival
- **Numeracy:** ICAS Maths Competition
- **Personal and Social Capability:** First Aid, Leadership Conference, YMCA Parliament

#### • ASSESSMENT

Students demonstrate the development of their Capabilities through these three assessment types:

- Practical Exploration (Tournament of Minds) 35%
- Connections (Ethics Olympiad Teams) 35%

Personal Venture (Choose your own.)30%

### ENTREPRENEURSHIP (Self-Directed Leadership)

10/20 CREDITS (Self Directed Program)

#### ADVICE TO STUDENTS

This 'subject' may be undertaken as part of the Student Voice, Peer Support, Club Sport – coaching, leadership in the workforce /sports or social club.

Using a real world, self-directed learning model, students will undertake an inquiry to determine a solution, idea or issue that aligns with their leadership area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self—review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their leadership interest, students will engage with critical and creative thinking, problem solving and personal development.

This subject is well suited for students who are interested in leadership, are part of a social enterprise or are a volunteer and want to build their organisational, presentation and collaborative skills

Individual students can participate in activities that are not formally accredited. Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

#### ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

## PEER SUPPORT (– PRE)

Semester 2 only

This course is via an application process and will lead to SACE Stage 1 Integrated Learning in 2022 for Semester 1.

### ADVICE TO STUDENTS

Students will be actively involved in the Year 7/8 Transition Program for 2021 and 2022. This will include Primary School visits, Parent Information Night, School Tours and Transition Days to build strong connections and relationships with our Primary School students prior to them beginning.

### CONTENT

Working closely with Year 7/8 teachers, students will be supported to act as mentors to our Year 6/7 students. They will learn a range of skills around leadership, communication, conflict resolution and problem solving. Students will develop a deeper knowledge and understanding of our school values and processes and induct the Year 6/7 students into our school.

### ASSESSMENT

- Practical involvement in the Transition Program
- Training Book Exercises

## STEM ELECTIVE

Semester Two

### ADVICE TO STUDENTS

STEM ELECTIVE will integrate different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven, Industry focused, solutions based, underpinned by sustainability and shaped by student. Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace. The electives require students to think critically, collaborate with others, and solve real world problems.

### CONTENT

Content will be drawn from Science, Technologies, Mathematics, Engineering thinking processes and the Arts [for creative thinking and design processes]

### ASSESSMENT

Students will drive and co-design assessments based on problems and challenges that sit in a real world context underpinned by the General Capabilities.

# Year 9 Choice Subjects

## The Arts

### ART

Semester or Full Year

#### ADVICE TO STUDENTS

This course does not require any prior knowledge of Visual Art. Students will be introduced to the foundation Visual Arts practices and ideas throughout the course.

#### CONTENT

Students develop and refine practical skills including drawing, painting, sculpture and design to represent ideas and subject matter.

Students will analyse connections between art/design pieces within movements and understand how visual conventions are used to convey meaning and create aesthetic value. They will also evaluate the effect culture, time and place have on art/design work.

### DANCE

Semester or Full Year

#### ADVICE TO STUDENTS

Appropriate clothing will be required. Black leggings and a t-shirt are recommended. Performance component will require evening attendance.

#### CONTENT

Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices, history and dance styles, stagecraft and contemporary issues.

### DANCE (SPECIAL INTEREST DANCE)

4 Semesters

#### ADVICE TO STUDENTS

Students who have completed the Year 8 Special Entry Dance course may apply to continue in Year 9. Other interested students may audition to secure a place in this course.

### DRAMA (with a Focus on Technical Theatre)

Semester or Full Year

#### ADVICE TO STUDENTS

Students will view at least one live production, usually a production performed by Golden Grove High School Performing Arts classes. Some costs may be involved for viewing live performances or attending events.

#### CONTENT

Students will develop their skills in movement, voice, improvisation and stagecraft. Play-building, driven by the history of performing arts, will be a central feature

of the course. Students will be involved in decision-making, play-building, design, rehearsal and production processes.

Focus in all areas will be on the student as both a performer and a spectator. Each semester, the course may culminate in a class production.

Students will get the opportunity to learn basic elements of Technical Theatre and then use those skills in an assessment task.

Written assessment may include journals, written reflections, script writing or historical project, and a report on the class production. Practical assessment includes assessing skills learned, individual and group work, and the student's role in the class production.

### MEDIA ART

Semester

#### ADVICE TO STUDENTS

In this course, students explore, use and integrate various forms of media including images, text, sound, video and basic animation. No prior knowledge is required.

Students will be introduced to the design process and explore media culture from a range of viewpoints and contexts.

#### CONTENT

Students design and create media artworks as well as develop and refine media production skills using digital media technologies.

They will develop skills specifically in graphic design, video production and sound editing.

This subject can lead in to a range of subjects including Visual Art - Design, Media Arts at Year 10, Digital Multimedia and Music Technology.

## MUSIC

Full Year

COST: There is a \$120 fee per semester for hire of an instrument if required.

### ADVICE TO STUDENTS

Students will have Music classroom lessons and instrumental lessons for the whole year.

Instrumental tuition is provided at the school with group lessons provided by the Education Department music instructors at no cost.

Students have the option of individual lessons with a private provider outside of school.

Please note that keyboard, vocal and guitar lessons are not available at school.

### CONTENT

Students:

- undertake instrumental lessons
- participate in class ensemble
- are encouraged to participate in ensemble and solo performances
- study aural, theory and analysis
- study music in its historical and social context
- use computers to arrange music

# Year 9 Choice Subjects

## Health and Physical Education

### PHYSICAL EDUCATION

#### Second semester

##### ADVICE TO STUDENTS

Students studying an optional semester of Physical Education will engage in a course which will allow them to develop and build upon skills that will be necessary for future study in the field of Physical Education at SACE level. Students will participate in a range of practical and theory lessons where they will learn how to collect, interpret and analyse data in order to evaluate the quality of movement skills, patterns, concepts and strategies.

Students will use technological (GPS, HR, Video footage etc.) and manual (statistic collection, movement tracking maps etc.) methods of evidence collection to develop informed and in depth understanding of how a wide range of concepts can impact the performance of, and participation in, physical activity. Students present their learning for each of the assessment tasks in a range of ways including written, video, oral or a combination of all of these.

##### CONTENT

SEPEP (Sport Education Physical Education Program) - Students are placed into teams for the duration of a 6 week unit and participate in a mini in-lesson Hockey competition which is completely student organised and led. Students take on a range of coaching and administrative roles, working towards building their communication and collaboration skills in order to achieve the ultimate goal of their team winning the class premiership.

Biomechanics of a Sporting Skill - Students learn about the mechanics of human movement and apply knowledge gained to their own performance of a sporting skill within the sport of Softball to analyse the effectiveness of the movement and propose methods for future improvement.

Movement Pattern and Strategies - Students use a range of evidence collection methods to explore, develop, analyse and improve the quality of strategic play within the sport of European Handball.

## Humanities

### GEOGRAPHY

#### Semester

##### ADVICE TO STUDENTS

This is a practical and skills based course. Students will be given the opportunity to participate in field work both within the school grounds and beyond.

##### CONTENT

This elective course will follow the Australian Curriculum and be assessed against the Year 9 Achievement Standards. There are two units of study in this course: Biomes and Food Security, and Geographies of Interconnections.

Biomes and Food Security focuses on learning about the role of the biotic environment and its role in food production. Students will explore the challenges and constraints on food production in the future. This will be looked at in an international context and in local contexts through visiting the Adelaide Central Markets.

Geographies of Interconnections allows students to explore the interconnections between people and places and the implications of these. The focus is on communication technologies, such as global connections through the internet; transport; global trade; and the nature of tourism, including peoples' travel, cultural and leisure choices.

# Year 9 Choice Subjects

## Languages

### JAPANESE

Full Year

COST: \$30 workbook (compulsory)

#### ADVICE TO STUDENTS

This course assumes successful completion of Japanese in Year 8. This subject must be studied as a full year course.

Students in this pathway are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

#### CONTENT

Students are exposed to all three scripts, Hiragana, Katakana and Kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing Hiragana and use high-frequency Katakana and Kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

They read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Topics may include:

- Teenage culture in Australia and Japan
- Japanese writing system (Hiragana, Katakana and Kanji)
- Daily routines
- School life
- School events and excursions
- Hobbies and sports
- Holidays
- Mobile phones
- Describing physical appearance
- Anime and Manga
- Japanese festivals

### SPANISH

Full Year

COST: \$30 workbook (compulsory)

#### ADVICE TO STUDENTS

This course assumes successful completion of Year 8 Spanish for Beginners.

#### CONTENT

This course develops an understanding of the language and culture while focusing on communication skills in writing, speaking, listening and reading in Spanish.

Students use a range of resource materials including text books, online interactive film, websites, Quizlet, Dualingo, Mivida Loca and university visits.

The main topics centre around communication about travel, school, clothing and food.

Topics may include:

- Film making
- Cooking
- Daily routines
- Bilingual excursion to Central Market
- Spanish tour of Adelaide
- Lunch at a Mexican restaurant
- Internet/YouTube
- Verbs
- Present and future tenses

### ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Full Year

#### ADVICE TO STUDENTS

This course is available to students previously identified as learning English as an Additional Language or Dialect.

#### CONTENT

This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities.

Students will learn to search for, extract, and analyse information from a wide range of text types. Students will read widely and write extensively for different purposes and audiences and present ideas and opinions on various issues in group discussion and extended talks.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

# Year 9 Choice Subjects

## Technologies

### DESIGN TECHNOLOGY

Semester or Full Year

Students can choose either a Full Year Course – Full Year or a Semester Course – 1 Semester

#### ADVICE TO STUDENTS

All Year 9 students electing to undertake a one-semester course of Technologies will study up to four 5-week modules. This could vary depending on resources availability.

In each module, students will embrace the learning strands of knowledge and understanding, and process and production skills. WHS, research, application of information and hand/machine skill development will also have a focus.

Assessment will be based on the Australian Curriculum achievement standards for Year 9 Technologies.

#### CONTENT

Where workshop resources allow, students will be introduced to new equipment associated with wood, metal, digital technology (CAD) and plastics.

Across any/all of these fields, safety underpins the processes. The use of online safety assessment has been introduced.

The practical application associated with a design brief will provide the focus for the course.

### DIGITAL TECHNOLOGIES

Semester or Full Year

#### ADVICE TO STUDENTS

Digital Technologies Semester and Full Year contain different topics, therefore, students are encouraged to choose a full year. However, students are allowed to choose a standalone semester course. This course provides a sound base of theory and practical elements to create the foundation for completing Year 10 Digital Technologies and SACE course.

#### CONTENT

Students will learn more about digital systems and their use in our society. They will broaden students' understanding of hardware, software and data in networked digital systems such as computer, mobile phone and GPS systems. Students will learn how to program and develop their computational thinking skills. This may include how to program stories, animations, games, robotics and sharing creations with others in our online community. Students have

the opportunity to learn to use multiple ways to represent data such as creating videos. Students will be encouraged to learn to think creatively, reason systematically and work collaboratively.

A considerable section of the course is completed with intensive computer use. There is an expectation that students will complete projects which involve gathering and storing data and develop an understanding of privacy and security.

### HOME ECONOMICS

Semester or Full Year

COST: \$30 per semester for practical activities

#### ADVICE TO STUDENTS

All students who choose Year 9 Home Ec will complete a module OF Textiles Technology and Food Technology.

#### CONTENT

##### FOOD AND NUTRITION

Students over the semester will engage in multiculturalism and explore and create different dishes from around the world. Students will also learn about Fusion Foods where the combine different cooking methods ingredients and flavors to create their own. Students who complete a year of Home Economics will explore the nutritional needs of teens, the create and make projects from this research. Students who choose a full year will get the opportunity to develop cake baking skills and decorating techniques.

Students increase their skills with food preparation skills, time management and will develop an understanding of the Australian Dietary Guidelines and the way they are used to make healthy food choices.

##### TEXTILES

Students will be introduced to the use of the sewing machine and the overlocker. Students will then explore sustainable and eco-friendly alternatives to plastics and single use options and create EcoPacks from materials and fabrics to use.

Students will also engage in decorative textile techniques using skills gained in formative assessment tasks.

