

# *Sacred Heart College*



## Curriculum Handbook

Year 9

# Introduction

Almost all students at Sacred Heart College complete Secondary Graduation at the end of Year 12. This may seem a long way into the future but Year 9 is a key step on the climb to successful school completion.

The Australian Council of Educational Research in a study into the factors that are correlated with Year 12 success looked at a range of variables. These included; type of school, occupation of parents, socio-economic area, gender issues etc. Although all of these factors contribute to the overall result, the factor with the highest correlation for success in Year 12 is:

*"the results a student gains at the end of Year 9"*

One of the main reasons for this is that many Year 9 students go through a flat spot in their intellectual development during this period in their lives. There can be many distractions for teenagers as we all know. Those who work hard and develop the habit of hard work as well as their minds will do much better at the end of their schooling. This message will be consistently reinforced during the year. Year 9 should be looked upon as a critical year. The curriculum has a strong emphasis on literacy, numeracy and research skills. We need to equip our students with the skills to become life-long learners. In preparing our students for the future where employment will demand flexibility and teamwork, time is also allocated to building and improving these skills.

One aspect that our Year 9 students look forward to is the opportunity to choose their electives and I urge students to carefully read the information in this Handbook and to talk to the teachers involved in these courses. Choosing well can mean a very happy and fulfilling year whereas poor choices will cause unhappiness and poor results.

Best wishes for a successful Year 9. Make this your most enjoyable year at school yet.



Peter Bothe  
Principal

# General Information

The College timetable in 2016 will consist of 30 periods per week. Each day there is six periods made up of 50 minutes duration with one period of 70 minutes. The breakdown of periods allocated for subjects is as follows:

Religious Education	4 periods
English	3 periods
English (Library) Reading	1 period
Mathematics	4 periods
Science	4 periods
The Humanities	4 periods
Health & Physical Education	4 periods
3 Elective subjects per Semester	2 periods each

Students in Year 9 are making the transition between Lower School and the Upper School. The selection of subjects is designed to give students a breadth of education across all of the Learning Areas before starting to specialise in Year 10.

## Selecting Subjects

Listed below are the subjects that will be offered as electives in Year 9 in 2016. They will be offered on a Semester basis and students will need to choose six subjects. French, Japanese and Music are the equivalent of two subjects each as they are year length subjects. The provision of any subject is dependent upon the numbers wishing to study it and the availability of resources.

The study of French, Japanese and Music in Year 9 requires the successful completion of these subjects at Year 8 level. When selecting subjects students are not permitted to select the same subject twice.

The Arts	Languages	Technology & Enterprise	Science
Art A Art B Dance A – Cheer Hearts Dance B – Let’s Dance Drama A – Let the Play Begin Drama B – Drama at Play Fashion and Design Journalism Media * Music Musical Theatre	*French *Japanese	Child Care Design Applied Information Technology Engineering Food in the Fast Lane Leisure for Living Metals Technology Money and You Wood Technology Custom Jewellery Design Textiles	Astronomy & Space Science

\* Denotes Year length course.

# Year 9 Curriculum Details

Learning Area	Subjects Offered	
	Compulsory	Non-Compulsory
<b>Religious Education</b>	Religious Education	
<b>The Arts</b>		Art A - Observation Art B - Intention Dance A – Cheer Hearts Dance B – Let’s Dance Drama A – Let the Play Begin Drama B – Drama at Play Fashion and Design Journalism Media Music Musical Theatre
<b>Education Support</b>	Education Support	
<b>English</b>	English English Focus English Extension	
<b>Health &amp; Physical Education</b>	Physical & Health Education	
<b>Humanities</b>	Humanities	
<b>Languages</b>		French Japanese
<b>Mathematics</b>	Mathematics Extension Mathematics Advanced Mathematics Mainstream Mathematics Focus Mathematics Functional (on a needs basis)	
<b>Science</b>	Science	Astronomy & Space Science
<b>Technology &amp; Enterprise</b>		Child Care Design Applied Information Technology Engineering Food in the Fast Lane Leisure for Living Metals Technology Money and You Wood Technology Custom Jewellery Design Textiles
<b>Elective Selection Guide</b>		

# Religious Education



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## The Course

Religious Education in Year 9 aims to continue the nurturing of faith of students by enriching their religious knowledge and understanding of the “good news” proclaimed by Jesus Christ. The religious experience of students is acknowledged as being wide and varied with efforts being made to accommodate the religious needs of students whether they come from a religious tradition other than Catholic, have little religious experience or have a rich religious experience and are active participants within their local parish. Despite its inclusive approach, the focus of the RE programme at Sacred Heart College is assuredly Catholic. The College follows the Archdiocesan Religious Education Programme as mandated by the Catholic Bishops of W.A.

The four units studied over the course of the year are:

### Unit 1: The Human Search for Truth

- The human need to question, in particular questions of the ‘human heart’.
- The role the magisterium and scripture play in answering questions of the ‘human heart’.
- How the Spirit of Truth inspired the writing and historical development of the Bible.
- The structure and variety of literary forms used in the Bible.
- How the Spirit of Truth revealed Jesus as Messiah.

### Unit 2: People Grow Stronger Spiritually

Exploration of common teenage spiritual experiences, including:

- personal experience of mystery
- personal ideals
- being inspired
- rising above challenges
- the desire for harmony within
- Basic Catholic beliefs about the soul.
- Ways the Holy Spirit empowers followers of Christ to rise above the common difficulties (vices), so that they can develop spiritually to become more like Christ (virtues).
- Examination of Mark’s Gospel to show Jesus as the Model for how the Holy Spirit empowers his followers.
- Ways Jesus taught his followers to live in order to draw on the power of the Kingdom of God (Parables & Miracles).
- Mary, the mother of Jesus / Marian Prayers.

### Unit 3: How Can People Handle Their Emotions?

- Understanding the principal human emotions.
- The emotions of Jesus always reflect God’s love.
- Jesus shows his love to empower those who keep his commandments.

- The meaning of 'sin' and how God helps people overcome it.
- Sacraments of healing: Penance and Anointing.

#### **Unit 4: Love and Sexuality**

- Adolescence is a time of change, challenge and growth in young people's lives
- The gift of 'sexuality'.
- How people can develop a healthy sexuality
- Jesus empowers people to live chaste lives
- God protects married love
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#### **Assessment**

**It is important to note that no attempt is made to assess the student's faith.**

Assessment occurs in several ways:

- (1) A common **Unit Test** will be given at the end of each unit. This is based on the Key Concepts and Glossary of Terms sheet issued at the beginning of each unit. This sheet can be used as a revision sheet to focus on important elements of the programme and to help prepare students for this test. Students will have most of the school term to use their Resource Books and other references to develop a set of notes on the key terms and concepts of the unit.
- (2) At least one **Common Assignment** is given each unit. These assessments might include a research assignment or a set of smaller tasks and might include a validation test. These tasks provide students opportunities to demonstrate their understanding of the course material and specific skills such as research, investigation and critical reflection.
- (3) One **Scripture Review** each term. Students read through an allocated set of books of Scripture (Christian & Hebrew) during class time and at home. They provide a formal review of one book of scripture each term.
- (4) One **Liturgy / Prayer in-class task** is given each semester. This provides students with the opportunity to demonstrate the knowledge and skills necessary to:
  - read and apply scripture and
  - participate in Catholic ritual and prayer.

# The Arts



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## **Art A - Observation**

Pre requisite: Nil.

This course focuses on developing observational skills with particular emphasis on proportion, tone (light and dark) and colour. Students consider the effects of light and composition when designing artworks, develop skills in drawing and acrylic painting, and produce two final paintings; a still life and a portrait. Students complete an investigation of a major international artist and learn some of the language and conventions of image analysis.

## **Art B - Invention**

Pre requisite: Nil.

This course focuses on developing the skills of inventing artworks from the imagination with particular emphasis on street or urban art. Students design a character and a setting which are painted onto a wooden skateboard deck. They study the proportions of the face and body, creating the illusion of three-dimensionality using shading and emphasising aspects of their character through exaggeration. Students investigate an artist of their choice whose work fits into the category of 'street art' and learn some of the language and conventions of image analysis.

## **Dance A – Cheer Hearts**

**Pre requisite:** Nil.

Students will learn exciting and different techniques in cheer leading including poms, motions, jumps and stunts with the opportunity to work in groups to create original dance works.

As a class the students help with the choreography and creation of a class dance in the cheer leading genre.

Opportunities to perform and attend dance performances are also offered in this semester long dance course.

Students may opt to learn dance for the whole year, or they may choose one of two courses offered; Dance A or Dance B.

Content for this course includes:

- Safe dance practices
- Communication and terminology
- Performing

- Small and large group choreography
- Responding, reflecting and evaluating dance.
- Dance technique

## **Dance B – Let’s Dance**

**Pre requisite:** Nil.

‘Let’s Dance’ aims to enhance and extend students’ choreographic and performance skills with an emphasis on hip hop. Students work in groups to create an original dance work that may be performed on Choreography Night.

A class dance is choreographed with student input to create an original dance.

Students may opt to learn dance for the whole year, or they may choose one of two courses offered; Dance A or Dance B.

Content for this course includes:

- Safe dance practices
- Communication and terminology
- Performing
- Small and large group choreography
- Responding, reflecting and evaluating dance
- Dance technique

Students may perform at Choreography Night in Semester Two.

## **Drama A – Let the Play Begin**

**Pre requisite:** Nil.

Drama offers students many skills that are important for everyday living. Students are encouraged to develop creativity and imagination, to take part in theatre performance and backstage work, and to develop an appreciation for the relevance of theatre in today’s society. Year 9 Drama A is an innovative course designed to provide students with a broad background in different aspects of theatre, while improving verbal and non-verbal skills. Topics covered throughout the semester focus on the Actor and the Scriptwriter, with a focus on realist drama and making the audience ‘believe’ a performance onstage.

### **Topics include:**

Play Building  
 Manipulating Genre (eg, horror, comedy, romance, etc)  
 Comedy (Commedia Dell’Arte)  
 Scripted Duologues

### **Assessment**

Assessment Tasks require students to work from both scripted and self-scripted material. Performances developed will be used for the Year 9 Drama Performance Evening, held at the end of each Semester in the RNDM Performing Arts Centre. Students who are considering Drama as a pathway for the future are encouraged to complete both Drama A and B (over both semesters).

## **Drama B – Drama at Play**

**Prerequisite:** Nil

Drama offers students many skills that are important for everyday living. Students are encouraged to develop creativity and imagination, to take part in theatre performance and backstage work, and to develop an appreciation for the relevance of theatre in today's society. Year 9 Drama B is an exciting course designed to provide students with a broad background in various styles of theatre and issues from around the world, while improving verbal and non-verbal skills. Topics covered throughout the semester focus on the Actor and Director, with a focus on Presentational (non-Realist) theatre and innovative ways to engage an audience.

### **Topics include:**

Greek Theatre

Acting the Part

Improvisation and Devising Skills.

Working with Scripts and Characters through the study of a play

## **Journalism**

This semester long course will see students introduced to the art of journalism, focusing on news, feature, editorial, sports and entertainment writing. In addition, students will learn and put into practice photojournalism.

The second half of the course will see students form an exclusive press team. By fulfilling the dynamic role of a journalist, students will source original material, take photos and write content for a brand new Sacred Heart College student-produced magazine that will be published twice a year.

## **Media**

Year 9 Media further develops the skills and learning situations encountered in Year 8. While there is a significant theory input, the Year 9 course focuses on refining and developing higher order skills in a number of practical and creative media tasks.

Specifically the course investigates the medium of film and television, along with film and television genres. Studies include the nature and characteristics of specific genres, such as Soapies, Sitcoms, Dramas, Westerns, Action, and Suspense Films. Students will also identify how audiences can be manipulated into a response through the manipulation of both genre conventions and filmic language. Students will be required to script and use video production techniques to produce a Suspense film and will use advanced post-production editing software to create special effects and implement advanced edits.

## Music (Year Long Course)

**Prerequisite:** Year 8 Music. Interview with Head of Music if prerequisite not met.

**Course Content:** Music is a year length course aimed at the student who wishes to continue through to Year 12, but also catering for the students who simply want to experience music at this level.

The course comprises four main units of study.

These are:

- **Performance:** solo and ensemble work. Students will have the opportunity to work on solo and group activities to present a music performance.
- **Aural Training and Musicianship:** Where students learn the basics of music theory (approx Grade 2 level), recognition of notes, chords, instrument groups and sounds. They also learn correct techniques in analysing music for performance.
- **Composition/Technology:** Students learn to write music using Sibelius and composing music to develop their advertising/media project using technology. They learn skills such as recording their music using the latest music software such as Logic X, Sibelius and Protools.
- **Literature of Music:** Topics include World Music, a study of the major musical works in history, the great composers, learning to follow and interpret a musical score and listening to and analysing contemporary and western music. This includes classical, jazz, musicals, pop, rock and roll, modern composers and their influences on society and music in general.

Students who study Year 9 Music must also learn an instrument (or voice).

The instrumental component of the course comprises a major part of the total assessment component of the course and is studied in conjunction with Year 9 Music.

Instrumental lessons take place within the school timetable in most cases. External students (eg: piano students) are assessed in conjunction with their private tutor.

A further requirement of the course is that students must belong to at least one of the major ensemble groups at the College, namely the Senior Concert Band, Jazz Band, Choir, Senior Chorale, Boys Vocal Ensemble, Flute Choir, Guitar Ensemble or other suitable groups. Solo performance in class is also an integral part of the music course and participation in school concerts, festivals and masses is a high priority in the student's overall musical development.

Students who elect to study Year 9 Music will be given priority to learn an instrument at the College.

# Musical Theatre

**Prerequisite:** Nil.

This course runs for a semester. During this time students will delve into Musical Theatre and the journey will result in a performance. The three main disciplines of musical theatre will be studied and include acting, singing and dancing.

Students will be able to showcase their performance, which will be created by taking highlights from a particular musical such as Matilda, Little Shop of Horrors or the like in a fifteen minute production. Students will work to their strengths, whilst also having the opportunity to explore all areas of musical theatre.

Students with a passion for dancing will be able to choreograph routines and movement, whereas students with a passion for acting can develop their acting skills further through script work, as well as possibly directing peers. Students with a passion for music may focus upon their singing, instrumental arrangement or devising vocal harmonies.

## Topics Include:

- Performance – Singing, Acting and Dance Technique
- Working with scripts
- Understanding the conventions of musical theatre
- Focus on a particular musical theatre production

## Assessment:

The course will culminate in a mini-production that will be a shortened version of a musical chosen by the class. This will be performed at the end of the semester for assessment in front of an audience. Students will also devise a performance that uses the conventions of musical theatre from a musical of their own choosing and in the discipline of their own choosing i.e. a monologue, vocal solo, dance solo or if students prefer, they can work in small groups.

# Fashion & Design

**Pre requisite:** Nil.

In this semester long unit, students design spectacular clothing pieces and accessories through the use and experimentation of contemporary techniques and skills such as free form embroidery, embellishment, printing, and fusing with fabrics. This is an exciting subject that encourages students to be creative and inventive, whilst also reflecting current fashion trends. Each student becomes competent in using a sewing machine.

This course is the foundation unit for Year 10 Fashion & Design.

# Education Support



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## Education Support Curriculum

The goal for all students attending the Education Support Department at Sacred Heart College is to maximise their learning and assist them to develop appropriate life skills in preparation for independence after school. In Year 9 the curriculum continues to build on the prior learning of Years 7 and 8. Students in Education Support are part of a Pastoral Care Group and participate in Physical Education, Religious Education and elective classes with mainstream students. Students continue to develop the skills and experiences from previous years and each student's individual needs are discussed with the child's family, to provide an appropriate level of academic, spiritual, social and behavioural learning. The student's strengths will be assessed and participation in mainstream core subjects is possible dependent upon the student's needs.

An Individual Education Plan (IEP) is developed/updated during Term 1 and 3 to ensure that specific goals and objectives are set for each student to ensure they are working at the appropriate level throughout the year.

## Education Assistants

Education Assistants are generally appointed to each mainstream class the students with disabilities attend. Education Assistants work with all students in small groups within the Education Support Department and also assist with supporting the academic, behavioural and social needs of the students within their mainstream classes.

## Mathematics Curriculum

The Mathematics programme in year 9 continues to build on the skills developed throughout year 7 and 8. The focus continues to be on functional mathematical skills that will assist the students to gain independence in the community. These skills are developed through practical hands on activities and students are also given the opportunity to reinforce mathematical concepts through computer and iPad based learning. The Mathematics programme is also used to reinforce maths concepts at the student's level.

## English Curriculum

The English curriculum focuses on functional literacy skills essential for independence in the community. Students complete a wide variety of activities to develop their reading, writing, grammatical and oral language skills to the best of their ability. Essential English skills are also embedded within all other learning areas to ensure students have many opportunities to practice the skills learnt in specific lessons.

## **Integrated Curriculum**

The Integrated Curriculum provides opportunities for students to experience a selection of appropriate activities from the Humanities, Science and Health learning areas. The focus of the course is to provide practical activities related to real life situations that help to develop the student's general knowledge and world awareness.

## **Life Skills Curriculum**

The Life Skills programme enables students to take part in a wide range of practical, daily living skills. Students are given the opportunity to work on individual programs tailored to suit their personal care and independence needs. The content of the individual programs may also consist of therapy programs from agencies such as Therapy Focus that help to develop physiotherapy, speech therapy and occupational therapy goals.

### **Community Access**

Students take part in a wide variety of activities within the community in order to practice the skills they have learnt at school and to transfer their learning to new environments. These visits to the community also provide students with the opportunity to demonstrate their personal safety awareness and to build their confidence in new situations. Throughout the year incursions are also arranged to allow the students to build their knowledge in a variety of areas including: public transport and travel safety, emergency services and basic first aid training.

## **Heart Café Enterprise Curriculum**

The students have the opportunity to be trained in the operation of an industry standard coffee machine in a real life café situation. They are also given opportunities to be involved in the operational business decisions and are encouraged to take part in devising and evaluating business plans for the success of the café. Students receive practical training in all aspects of working within a café which will assist with their future job training prospects.

# English



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## English

In Year 9 English, students will continue to develop and consolidate positive habits of language competence through reading, writing, speaking, listening and viewing experiences. Grammar will be covered explicitly as part of a back to basics approach. Students identified as demonstrating under-developed skills in the above areas will be assisted through a remedial English programme where their individual areas of weakness will be addressed.

This course is outcomes focused with students expected to keep a portfolio of their work for assessment purposes. The course will also incorporate activities that will encourage the development of information technology skills.

Students who demonstrate outstanding achievement at the end of this course will be invited to participate in the English Extension courses in Year 10. Students who have been successful in this course will undertake the English Mainstream course in Year 10. Students whose achievement in Year 9 was marginal or poor will undertake the English Focus course in Year 10.

Students in English Focus follow the outline of the Year 9 programme but at a modified pace, with more one on one help from the teacher and with appropriately scaffolded assessment tasks. The ultimate goal for the students is to complete each lesson with a relatively sound understanding of what has been taught and what is expected of them in that lesson. Functional English and grammar will be given priority as part of the back to basics approach.

## English Focus

Students in English Focus follow the basic Year 9 programme but at a modified pace, with more teacher time and with appropriately scaffolded assignments. The ultimate goal is for the student to complete each lesson with a relatively good understanding of what has been taught and what is expected of them in that lesson.

Grammar will be given priority as part of the back to basics approach.

## English Extension

Students identified and Year 8 results to have well developed skills in the two modes, receptive and productive, were enrolled in English Extension. This course covers the same content as mainstream but the assessments are designed to be open ended to allow for the students' own talents and strengths to shine. Additional texts apply to these students and are resourced and supplied by the English Learning Area.

It is important to note that placement in the streams are not fixed and students may move between streams on a term-by-term basis according to their performance, effort and teacher recommendation.

At the end of the Year 9 course students' whole year performance will be used to inform the next year's placement in the Focus, Mainstream and Extension classes.

# Health & Physical Education



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In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Sacred Heart College students in Year 7-10 engage in a wide range of movement and sports and throughout the curriculum. They also take part in beach fitness lessons and individual fitness testing.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

Students will be assessed according to the national Achievement Standards in the following strands:

## **Health**

*Personal, social and community*

- Being healthy safe and active
- Communicating and interacting for health and well being contributing to healthy and active communities.

## **Physical Education**

*Movement and physical activity*

- Moving our body
- Understanding movement
- Learning through movement
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## **The sports covered in Year 9 are:**

Volleyball

Baseball

Softball

Rhythmic Gymnastics

Football

Tennis

Hockey

# Humanities



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The Humanities Learning Area develops students' understandings of how and why individuals and groups live together, interact, manage resources, and create institutions and systems. Students are encouraged to apply their understandings and skills in their own lives and actively explore, make sense of and contribute to improving the world around them.

The Year 9 course is written in terms the Australian History Curriculum and the Western Australian Curriculum and Assessment Outline and aims to provide students with an appreciation of the four discrete disciplines in Humanities, Economics and Business, Geography, History and Civics and Citizenship (Politics and Law).

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.

## **Australian History Curriculum**

The Australian History Curriculum is organised into two interrelated strands: *Historical Knowledge and Understanding* and *Historical Skills*.

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

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

## **Australian Civics and Citizenship Curriculum**

In Civics and Citizenship (formerly Politics and Law), students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society. The Curriculum's overarching strand is Our democratic rights.

## **Australian Economics and Business Curriculum**

In Economics and Business (formerly Economics), students are introduced to the concepts of specialisation 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 Economics and Business Curriculum will focus on Australia and the Global Economy.

## **Australian Geography Curriculum**

In Geography, concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. The Year 9 Curriculum will focus on two interrelated strands: *Biomes and food security* and *Geographies of interconnections*.

# Languages



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## French – (Year Long Course)

**Prerequisite:** Year 8 French Grade C or higher.

**Cost:** A.L.C. examination Fee \$15.00

## Course Outline

Year 9 French is a year long course that is a continuation of the Year 8 French course. This subject aims to make learning the French language both fun and interesting for boys and girls. Incorporated into the programme are various cultural activities such as language games, drama, cooking and the use of interactive computer games. These are designed to enhance the use of the French language in everyday situations and to complement the units of study. Students develop greater confidence in communicating in both spoken and written French.

This subject integrates linguistic and cultural components by focusing on the following topics:

- Getting to know you
- Fashion and Clothing
- Identity documents
- Family and Pets
- French school system
- Time and Dates
- Daily Routines
- House and Home
- Getting around town

## Assessment

Students will be assessed on listening, reading, writing and speaking in French.

## Japanese – (Year Long Course)

**Prerequisite:** Year 8 Japanese Grade C or higher.

**Cost:** A.L.C. examination Fee \$15.00

### Course Outline

Year 9 Japanese is a year long course that is a continuation of the Year 8 Japanese course. During the year, different aspects of the Japanese language and culture are studied through role-plays, language games, cooking, interactive computer games, internet research and textbook work. Students will develop a better understanding of the cultural and linguistic features of the language, leading to greater confidence in communicating through spoken or written Japanese.

Units studied include:

- All About Me
- My Family
- School and Daily routine
- Transport and Travel

### Assessment

Students will be assessed on listening, reading, writing and speaking in Japanese.

Learning a different language is great because you get to experience a new culture, lifestyle and language all in one class. You get to say and understand things that no one else understands.

Lauren & Paul, Year 9

Click on the following links to see other reasons why you should learn another language:

[http://www.vistawide.com/languages/why\\_languages.htm](http://www.vistawide.com/languages/why_languages.htm)

[http://www.vistawide.com/japanese/why\\_japanese.htm](http://www.vistawide.com/japanese/why_japanese.htm)

<http://french.about.com/od/francophonie/a/whylearnfrench.html>

# Mathematics



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The Year 9 Mathematics programme is based on the content in the Australian Mathematics Curriculum. The Australian Mathematics Curriculum provides students with the skills to be confident, creative users and communicators of mathematics, able to investigate, represent and use mathematics at school, at home, at work and in society. The curriculum focuses on developing increasingly sophisticated and refined mathematics understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

The Australian Mathematics Curriculum is organised around three content strands and four proficiency strands.

The content strands are:

- Number and algebra
- Measurement and geometry
- Statistics and probability

The proficiency strands describe the actions in which students can engage when learning and using the content. The proficiencies are incorporated into the content descriptions of the three strands.

The proficiencies are:

- Understanding
- Fluency
- Problem solving
- Reasoning

The main resources used in the courses are the "Essential Mathematics for the Australian Curriculum Year 9" text and the "Hotmaths" website both of which are developed by Cambridge University Press.

## Mathematics Courses

The Mathematics courses are organised to give every student the opportunity to work at their highest mathematical ability, whilst also giving them the opportunity to soundly understand one level of mathematics before proceeding to the next level.

In Year 9, the following Mathematics courses are offered:

- Mathematics Extension
- Mathematics Advanced

- Mathematics Mainstream
- Mathematics Focus
- Mathematics Functional (on a needs basis)

A student is placed into a course based on the results achieved in Year 8 Mathematics. Students who need a small group environment in which to learn and develop basic mathematical skills are placed in the Mathematics Focus or Functional group.

## **Assessment**

The assessments for Year 9 Mathematics consist of Topic Tests and Investigations. An Investigation requires students to plan, research, conduct and communicate the findings of a given problem or mathematical concept. Students may also be given informal assessments such as quizzes to gauge their understanding, however, these will not contribute to the student's final mark.

## **Progress of Subjects**

The Mathematics subjects are organised to give every student the opportunity to work at their highest mathematical capability, whilst also giving them the opportunity to soundly understand one level of mathematics before proceeding to the next level.

At the end of Year 9 the students are streamed into ~~four~~ groups according to their ability for the commencement of Year 10. These groups are:

- Mathematics - Extension
- Mathematics - Advanced
- Mathematics - Mainstream
- Mathematics - Focus
- Mathematics - Functional (on a needs basis)

# Science



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The Year 9 science programme is based upon the Australian Curriculum: Science. This curriculum has three strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

The **Science Inquiry Skills** strand addresses the skills of scientific inquiry through five sub-strands. These are:

1. Questioning and predicting
2. Planning and conducting
3. Processing and analysing data and information
4. Evaluating
5. Communicating

The **Science Understanding** strand involves the selection and integration of science knowledge to explain and predict phenomena, and to apply that knowledge to new situations. This strand is comprised of four sub-strands.

## Biological Sciences

Students understand that:

- multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment
- ecosystems consist of communities of interdependent organisms and abiotic components of the environment
- matter and energy flow through these systems.

## Chemical Sciences

Students understand that:

- all matter is made of atoms which are composed of protons, neutrons and electrons
- natural radioactivity arises from the decay of nuclei
- chemical reactions involve the rearrangement of atoms and the conservation of mass
- chemical reactions are important in both non-living and living systems and involve energy transfer.

## Physical Sciences

Students understand that energy is transferred through different mediums and this can be explained using wave and particle models.

## **Earth and Space Sciences**

Students understand that the theory of plate tectonics explains global patterns of geological activity and continental drift.

The **Science as a Human Endeavour** strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science based career paths.

## **Streaming**

There are two streams in Year 9 Science:

- a) Extension
- b) Mainstream

The *Academic Extension* stream is suited to students who have demonstrated a high level of ability in Year 8 Science. Students will be invited to participate in this stream where they will follow a specialised programme, encompassing the Biological, Physical, Chemical and Earth Sciences, and be further challenged in their understanding of scientific concepts.

## **Assessment**

Assessments typically consist of tests and scientific investigations. Assignments, though less common, may also be set. Students can expect to sit approximately three Science assessments per term. A portfolio of assessments is expected to be maintained throughout the year.

## **Astronomy & Space Science**

This semester-long elective is comprised of two parts – astronomy and rocketry. In the astronomy component students will observe and record digital images of celestial objects and explore the quest to discover extraterrestrial life. The College's two large portable telescopes together with the new robotic observatory telescope will be used by students to probe the wonders of the night sky and undertake observing projects.

In the rocketry component students will construct and launch kit rockets and launch their own rockets.

# Technology & Enterprise



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## Child Care

As part of this course students will look at the growth and development of children from conception to two years of age.

This unit will allow students to identify the roles and responsibilities of the family and how they prepare for the arrival of a newborn child. Students will recognise the importance of a nurturing and supportive home environment in rearing a child. Through practical activities students will examine the nutritional requirements of both the mother and baby as well as learn how to care for an infant.

Students will understand that caring for children is a complex responsibility demanding the ability to provide for a child's physical, emotional, social and intellectual needs. This will be explored through the observation of children in various stages of development.

## Design

Design is an engaging option where interested students can develop their graphics and drawing skills, whilst exploring the use of CAD/CAM technologies. They will build on the fundamental graphic and design techniques learnt in Years 7 and 8 and apply these to design and produce their own board game, USB stick and decorative table lamp.

Students will use industry standard softwares such as AutoCAD to solve design problems, then see their designs come to life as they produce them on 3D printers, laser cutters, vinyl plotter and CNC mill. They also have the opportunity to continue their studies to a higher level in Year 10-12 Design. Outcomes covered are Technology Process, Information and Technology Skills-

## Applied Information Technology

Students in this course learn to create graphics, sounds and animated visuals suitable for integration into multi-media presentations using slide presentations and web-based applications.

AIT teaches the practical fundamental uses of technology and software's and demonstrates how to use these technologies more effectively. Practical tasks are similar to work that a Graphic Designer may undertake through digital photography and digital manipulation. This involves the use of Adobe Photoshop for graphic design tasks, Digital media tasks through Adobe illustrator for advert, poster and animation creation.

AIT also teaches how to use the desktop software's such as word, PowerPoint, excel more effectively and how you should choose a computer to suit your personal needs. Students will be taught how to use the Internet more efficiently for research and schoolwork.

## **Engineering**

The Engineering Courses have been designed to assist students to develop a range of skills that have been identified by industry as being key competencies for successful careers.

This is done through a series of technology challenges that require the students to utilise skills in structures, mechanisms, electronics, pneumatics and robotics to develop and adapt practical and innovative solutions.

Students may have the opportunity to participate in a number of interschool technology competitions such as RoboCup and Science and Engineering Challenge.

Students will often be required to work individually and in teams to develop these solutions and will be assessed on their work under the Technology Process, Systems and Enterprise Outcomes.

This course will be particularly valuable to those students who wish to move onto careers in the engineering or technology fields and provides a good introduction to the Engineering Studies COS and a range of University and TAFEWA courses.

## **Food in the Fast Lane**

As part of this course students will have the chance to develop their practical food preparation skills whilst using a range of ingredients and equipment. Students will be able to investigate different production techniques, while demonstrating self-expression and creativity in the making of simple family meals.

Students will complete a programme that includes applying the Technology Process to develop and create their own food products based on their knowledge of ingredients and nutritional requirements.

## **Leisure for Living**

As the pace of life gets faster and the cost of entertaining ourselves increases, the need to make better economical use of our leisure time becomes more important.

This course examines the personal and social development of teenagers. Students will be given the opportunity to participate in a variety of practical activities including workshops on make-up, hair care, skin care, fashion/wardrobe planning, food preparation, and planning and preparation for social functions.

## **Metals Technology**

This course develops the safe working practices already formed in Years 7 and 8, whilst giving students an understanding of design drawings and technical vocabulary.

Students will work with a number of metals, as well as a small amount of plastic in a wide range of basic processes (eg. sheet metal fabrication, forming, lathe work, project construction and basic tapping/threading. They will be encouraged to develop simple design sketches of their projects and to solve practical problems through investigating,

devising, making and evaluating. Projects include a Components Box, a Clock and a Weather Vane and outcomes covered in this course are Technology Process, Materials and Technology Skills.

## **Custom Jewellery Design**

Custom Jewellery Design is a practical subject that gives students an exciting opportunity to learn fundamental and contemporary skills involved with modern jewellery making.

Throughout the semester students will design and create a range of jewellery pieces using a myriad of materials and applying traditional techniques. Practical skills including design development, enamelling, lost wax casting, stone setting and 3D design and printing will be learnt, as students produce glass jewellery, silver pieces, a brass ring and bracelet. (Please note some projects will be dependent on material available)

## **Money and You**

Want to know how to make your money go further? You are probably at the stage where you have a part-time job, or are thinking about getting one. If this is the case, you need to know about how to manage your hard earned cash wisely.

Money & You addresses issues that teenagers often have to deal with, including managing your spending on mobile phone commitments, buying clothes and gifts and paying for entertainment. Issues that arise in the workplace are also covered in this subject.

*Money and You* is a relevant, practical unit that will really help you make important decisions for your near future.

## **Wood Technology**

Woodworking skills learnt in Years 7 & 8 will be developed in this course, as students are given more scope for design and higher level machinery use to produce some really impressive products. Lathes, routers, biscuit-cutters and pneumatic staple guns are a few of the machines students will use as they produce a paper towel dispenser, a BBQ tray and an upholstered footstool.

This is a real hands-on course for practical students who enjoy a challenge in the workshop. Outcomes covered are Technology Process, Materials and Technology Skills.

## **Textiles**

Textiles allows students to apply the technology process and use their knowledge and skills to plan, design, produce and evaluate clothing and other textile products.

Students will have the opportunity to competently develop a range of techniques used in textile and fashion construction. Students will be taught how to select and use appropriate materials including the sewing machine and overlocker. This course is designed to cater for students who enjoy learning in a practical and creative environment.

Through practical activities students are encouraged to demonstrate self-expression and innovation in the design and production of a number of clothing and craft items.



# SACRED HEART COLLEGE

YEAR 9 - 2017

## ELECTIVE SUBJECTS - SELECTION GUIDE

- The table below has a list of proposed Elective subjects for Year 9, 2017.
- These subjects will be offered on a Semester basis.
- Student will study three electives in Semester One and three in Semester Two.
- The six subjects will be studied for two periods each.
- Please note that French, Japanese and Music are Year length courses. Each of these is the equivalent of two subjects.
- Parents will receive a link to a Google Form whereby student elective choices for 2017 are to be completed. Please complete the elective selection survey with your son/daughter by Friday 26 August 2016.

Subjects from each Learning Area			
The Arts	Languages	Technology & Enterprise	Science
<ul style="list-style-type: none"> <li>• Art A</li> <li>• Art B</li> <li>• Dance A</li> <li>• Dance B</li> <li>• Drama A</li> <li>• Drama B</li> <li>• Journalism</li> <li>• Media</li> <li>• Music</li> <li>• Musical Theatre</li> <li>• Fashion</li> </ul>	<ul style="list-style-type: none"> <li>*French</li> <li>*Japanese</li> </ul> <p><i>*Denotes Year long course.</i></p>	<ul style="list-style-type: none"> <li>• Applied Information Technology</li> <li>• Child Care</li> <li>• Design</li> <li>• Engineering</li> <li>• Food in the Fast Lane</li> <li>• Leisure for Living</li> <li>• Metals Technology</li> <li>• Money and You</li> <li>• Wood Technology</li> <li>• Custom Jewellery Design</li> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Astronomy &amp; Space Science</li> </ul>