



Gawler & District College B-12



Year 9 Curriculum Guide

From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/carers.
- Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning engaging for students.

Angie Michael, Principal

Course Selection

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Parent wishes
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the information evening and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.



Introduction & Content

Choosing Subjects

Carefully read the subject descriptors before selecting your units.

We suggest you keep this Curriculum Guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.

Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.

Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.

Additional information is available to parents and students through an information evening. Parents can contact appropriate school personnel if they require any further information.

Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs.

Students, with assistance from parents/caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences. Students are issued with a computer printout of their choices.

The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.

Students, with support from parents, will have limited opportunities to make changes to the chosen course.



Year 9 Curriculum

Year 9 is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential.

WE OFFER:

A broad and balanced curriculum across the 8 areas of study
Extensive access to computers throughout the school
Access to a broad range of sporting and other extra-curricular activities
Celebration of student success

A comprehensive pastoral care program and encouragement of student leadership and participation in decision-making.

Year 9

- All students will complete compulsory subjects of:
- English
- Mathematics
- Science
- Health and Physical Education
- History
- Students will also study elective subjects (descriptions of these subjects are in this booklet)



Health and Physical Education

1 Unit - COMPULSORY

Choose 1 (either Core A or Core B)

CORE A

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and wellbeing, movement and participation in physical activity. Students demonstrate a range of helpseeking strategies that support them to access and evaluate health and physical activity information and services. This course includes both theory and practical activities. The course covers the focus areas of Illicit Drugs, Mental Health, and Wellbeing and Relationships and Sexuality combined with the practical focus areas of Badminton, European Handball, Basketball, Football Codes and Cricket.

CORE B

Core Choice 2: Health, Wellbeing and Active Lifestyle This course is an alternative HPE Core Course that places less emphasis on team and competitive games. It explores recreation and healthy lifestyle activities that have lower intensities while also having a greater focus in Health and Wellbeing. The course has a more balanced time allocation for practical and theory tasks with more time offered to Health and Wellbeing theory than practical tasks. Examples of practical activities may include: active walking, individual and low intensity games such as lawn bowls, yoga, team building, fitness and others. This is guided by student interest. Theoretically, students will cover similar topics to those in HPE Core but more time is offered for deeper discussion and further study. Although HPE is a Core subject the course is designed to improve educational outcomes for those students who typically may not have enjoyed HPE Core sports. Students will address all Australian Curriculum requirements.

A large, faded version of the school crest is centered in the background. It features a tree with a white trunk and green foliage, set against a light blue background. Below the tree, there is a white book icon. The entire emblem is set within a shield-shaped frame.

ELECTIVES



Agriculture

1 or 2 Units

Students selecting Agriculture need to be aware that this is a practical subject and so they are required to work within the full scope of Animal Husbandry and garden care. They need to have appropriate clothing and closed-in footwear for Agricultural lessons. Students may choose either one or two units Agriculture units at Year 9.

- **Agriculture (Semester One):**

Students focus on plant husbandry and poultry topics during this semester, and are a part of the Cows Create Careers program during term, where they care for and feed dairy calves whilst completing a set of assessments.

- **Agriculture (Semester Two):**

Students focus on pig production, plant propagation and alternative farming during this semester. They will care for and raise piglets during this time, and will learn how to grow plants from cuttings. Students undertake an individual investigation during this semester.

Geography

1 Unit

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'. While studying 'Biomes and food security' students will focus on how we as humans work with and alter the environment to produce food. They will explore the capacity of the world's environments to sustainably feed the projected future global population. The 'Geographies of interconnections' unit allows students to examine interconnections between people and places. Students will consider how the products they buy, and the technology they use impact the environments that make them.

Drama

1 or 2 Units

Students who enjoy performing and being involved in the creation of plays as a performer or as a technician, or who enjoy working as a team member, are encouraged to select Drama. In Practical Studies, students will:

- Work individually and in groups to develop performance work.
- Work from scripts.
- Perform for a variety of audiences.

In Theoretical Studies, students will:

- Learn about various theatre styles including melodrama and children's theatre.
- Think, talk and write about their work and the work of others.

Media Arts

1 Unit

Opportunities are given for students to study and experience Digital Media Arts through a focus on Digital Photography, video production and editing. Students will:

- Use digital cameras to take a variety of photographs and video for a range of specific exercises and communication products.
- Use appropriate digital image creation, manipulation, editing and presentation software, i.e. Adobe Suite and Microsoft programs to edit, enhance, manipulate and present their digital artworks.
- Learn the technical and theoretical basics of digital photography and video production.
- Analyse and reflect on their digital media artworks and those of other practitioners.
- Analyse how social and cultural values and alternative points of view are portrayed in media artworks
- Evaluate how social, institutional and ethical issues influence the making and use of media.



Music

2 UNITS / FULL YEAR

Year 9 Music expands on the basic elements learned at Year 8 level with a higher focus on instrumental/vocal development, ensemble skills, music creativity and music exploration. Students at this level will:

- Participate in musical ensembles performing repertoire appropriate to their level of development and exploring different cultures and eras.
- Perform from musical notation with increasing fluency.
- Create music using music notation software and digital audio workspaces.
- Explore eras of music by listening to examples and researching and discussing ideas.
- Attend live performances where possible
- Learn the basics of sound engineering and technical set up procedures.
 - Attend weekly instrumental lessons provided by the school or sourced privately.
- Participate in school ensembles and attend recess and lunchtime rehearsals on request.

Students must achieve a 'C' grade or better in Year 9 Music to study music in Year 10.

Visual Art: Art

1 OR 2 Units

Students who are interested in developing their creative skills are encouraged to select Visual Art. In Practical Studies, students will:

- Learn painting and drawing techniques.
- Create their own works of art using a variety of media; possibly including pencil, paint, printmaking, clay, model making, and sculptural techniques.
- Investigate visual artists and their practice.
- Think, talk and write about their work and the work of others.

Visual Art: Design

1 OR 2 Units

Students who are interested how design occurs in the 'real' world are encouraged to select this subject. They will explore Graphic Design, Product and Environment Design.

Students will complete 3 tasks which may include packaging design, architectural design and logo design as well as:

- Be introduced to 'The Design Process' to assist them with problem-solving.
- Use various drawing styles and methods and materials used by designers.
- Develop skills using available computer packages to produce and publish their practical solutions.
- Analyse pieces of design and develop an understanding of the role of design in society.

Specialist Physical Education

1 Unit

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and wellbeing, movement and participation in physical activity. Senior PE concepts and assessment strategies will be introduced to best prepare students for

future success. Students will demonstrate a range of roles within the organisation of games and sport especially umpiring and scoring. This course includes both theory and practical activities.

Students will cover the focus areas of Benefits of Physical Activity, analysis of skills, skill acquisition and the use of technology to provide evidence of learning combined with the practical areas of Soccer, Volleyball, Sofcrosse and Racquet sports. Prerequisite: Compulsory 'B' or better in Year 8 and or 9 Core HPE.



Food (Home Economics)

1 OR 2 Units

Students will actively engage in processes of creating a variety of dishes ranging from family meals to designing and decorating special occasion cupcakes. The design projects provide the opportunity for students to work individually or in small groups.

Textiles

1 OR 2 Units

Students will have the opportunity to develop their textiles skills by working with a range of tools such as sewing machines and overlockers. Students will negotiate a project or projects of interest to them such as clothing, soft toys, cushions and bean bags. Students may be required to purchase some of the materials required.

Food & Nutrition

1 Unit

This course will investigate aspects of food and nutrition with a focus on healthy eating for different groups. Students will participate in investigating, planning, preparing and presenting a range of dishes suitable for adolescents, sports people and people with nutrition related diseases such as food intolerance and allergies. Students will be required to work individually and in pairs/small groups in practical applications.

Computer Aided Design (CAD)

1 Unit

Students will use a variety of CAD (Computer Aided Design) skills to design, develop, produce and evaluate products to meet a specific need. Students will have access to 3D printers to create and print the products that they design.

Jewellery Making

1 Unit

Students will use a variety of hand skills and workshop machines to create small pieces of jewellery with a variety of materials such as timber, acrylic and soft metals. Students will develop their design skills while investigating how material choice affects different design styles and ideas.

Woodwork

1 Unit

Students will use a variety of hand skills and workshop machines to learn basic woodworking joints and frame construction techniques. Students will develop their design skills while investigating how material choice affects different design styles and ideas. Students will then use all of these techniques to research existing ideas, design, produce and evaluate a product of their own. Recommended – a further interest in study in this field.

Metalwork

1 Unit

Students will use a variety of hand skills and gas welding equipment to learn some basic fabrication techniques. Students will develop their design skills while investigating how material choice affects different design styles and ideas. Students will then use all of these techniques to research existing ideas, design, produce and evaluate a product of their own. Recommended – a further interest in study in this field.



Website Development

1 Unit

This course is ideal for anyone wishing to get a complete view of how to design and put together a website. Perfect for graphic designers wishing to expand their skills into web design/development, and for anyone with an interest in building their own site, or modifying and updating an existing website. The curriculum begins by establishing a foundation of design theory principles that are revisited regularly throughout the course. Students apply these principles in building a rubric by which all of their web design projects are measured. Once this foundation is established, the curriculum teaches the basics of Hypertext Markup Language (HTML), emphasizing document structure and content. Only after a document's structure and content are in place do students manipulate the appearance of the content using Cascading Styles Sheets (CSS) and images.

Game Development

1 Unit

If you love games and want to learn how to make them, then this course will start you down that path. Making games is a creative and technical art form. In this course you will familiarize yourself with the tools and practices of game development. You will get started developing your own videogames using the industry standard game development tools, such as Gdevelop and Gamemaker. This course is for individuals interested in becoming a game designer, game artist, or game programmer. The curriculum begins by planning the game in a tea environment. Once that is established, the curriculum teaches the gaming software required to develop games.

Japanese

2 Units / FULL YEAR

Students will build upon their prior knowledge to extend their ability to use and understand Japanese. Using an extensive range of written and spoken texts, students develop a wide range of communication skills which enable them to interpret and further express thoughts, feelings and experiences in Japanese. Through learning multiple languages students develop a capacity for learning that can be applied to other learning areas and wider community experiences. Students continue to work within a social learning environment where they support each other's learning, and develop confidence, risk-taking skills, and self-esteem. Individual goal setting and progress supports a focus on ability as something that can be developed rather than "fixed".

The use of Information Technologies is still highly valued in Year 9 and students will continue to produce documents in Japanese and access interactive websites to support their learning.

iPads will also be accessed in Japanese in 2020

Students are assessed against a criteria relevant to an extended level of study. Differentiation of learning opportunities supports students with varying levels of prior knowledge, skills and abilities.

Prerequisite: Achievement of 'C' grade or better in Year 8 Japanese.



Robotics

1 Unit

Robotics is a new opportunity open to 2021 year 9 students.

Students will learn to program VEX Robotics style robots through tutorial and problems solving. They will be required to deconstruct problem world problems / issues, design solutions and test them.

They will look at how robots may provide solutions to problems that we currently face and will consider the ethics within the robotics industry.

Students may be given the opportunity to compete at a national robotics competition.

