

# Narangba Valley State High School



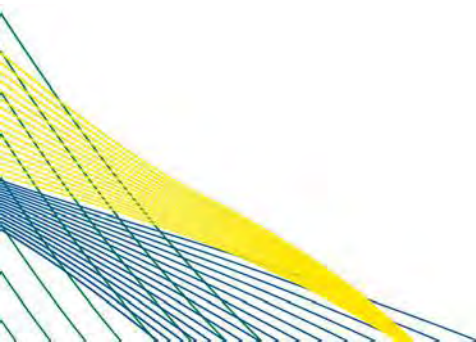
Year 9

Curriculum  
Handbook  
2024



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# PRINCIPAL'S INTRODUCTION

As a learning community we are committed to personalising learning for each student to ensure that they maximise the opportunities our school provides.

**Our Mission** | *To develop inspired, innovative, and resilient learners who are prepared to challenge the future.*

It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Our school devotes significant resources and time in developing and coaching our staff in signature pedagogical practices backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support and accepts responsibility for their learning.

**Our values** | *Respect, Integrity, and Commitment*

These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

## Understanding our learners

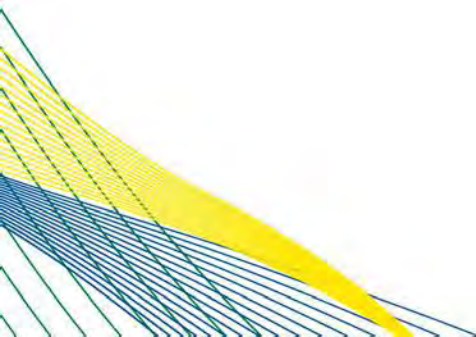
Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities and has achieved the very best outcomes for many years for these students.

## Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.

Success is possible with the right support, the right curriculum, and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

**Kyrra Mickelborough**  
Executive Principal





# JUNIOR SECONDARY

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Maths, Science, Humanities and Health. They will also choose learning from the Technology, Arts and Languages (Japanese & Spanish) areas.

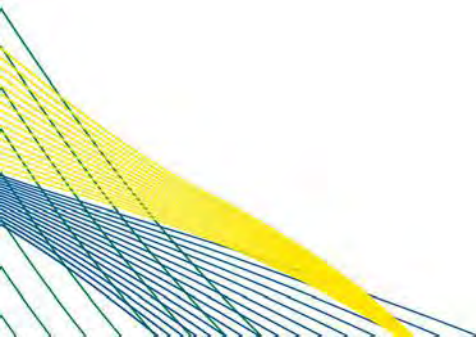
Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley ACT (Actioning Change Together) program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory Graduation Ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their Senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.





# ENGLISH

The Year 9 English course at Narangba Valley State High School is an engaging and challenging course which is designed to deepen students' reading, writing, speaking, listening and viewing skills. The program focuses heavily on the building of improved comprehension skills in the students. As the final year of junior secondary English, it also concentrates on furthering their understanding of the role of literature, its impact on the human race and how authors utilise text structures and language features to influence readers/viewers.

There is still an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building and homework tasks centre on practising these to mastery level. The online platform, *Education Perfect* is used by teachers to set these weekly tasks (Smart Lessons) and students receive guided support, additional resources and further revision opportunities through the program to develop these critical literacy skills. Each week they will be tested on the set spelling list and their allocated Smart Lesson results checked. Students are also encouraged to read for 30 minutes every night. Throughout each term, there will be various points when work on drafts and final assessment tasks is expected to be completed at home as well.

The Year 9 English program continues to be based around the integrating device of "VOICE" – the same focus for all English programs from Years 7 – 9.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One My Media Voice	This unit explores the resources and tools that allows students to develop an awareness of current events and issues depicted in news media today. It will also investigate the persuasive language features and text structures used to discuss these issues.	Technique: persuasive Type of text: persuasive exposition Mode: written Conditions: in-class exam, seen
Term Two My Engaging Voice	This unit explores ways to engage an audience both through verbal and non-verbal communication. It will also investigate how to identify the way language features and text structures are used in both literary and visual texts.	Technique: imaginative Type of text: spoken Mode: multimodal presentation Conditions: assignment
Term Three My Discerning Voice	This unit explores opportunities to compare and contrast the varying ways authors portray common themes across varying texts including novels and films. It also investigates how to create an analytical exposition that reflects the texts that have been analysed.	Technique: analytical Type of text: analytical exposition Mode: written Conditions: in-class exam, unseen



<p>Term Four</p> <p>My Passionate Voice</p>	<p>The unit explores developing a critical awareness of the way an author can position readers to view ethical issues in society and understand how these issues are portrayed in a piece of literature. It will also investigate how language features, design elements and text structures are used in literary and visual texts to depict ethical issues and create connections to how these are present in society today.</p>	<p>Technique: persuasive and entertaining</p> <p>Type of text: feature article</p> <p>Mode: written and visual</p> <p>Conditions: assignment</p>
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# MATHEMATICS

Mathematics is a subject that is intertwined into every element of our day to day lives in both direct and indirect ways. By learning Mathematics, students can gain an understanding of its connections to the real world and gain valuable, necessary life skills.

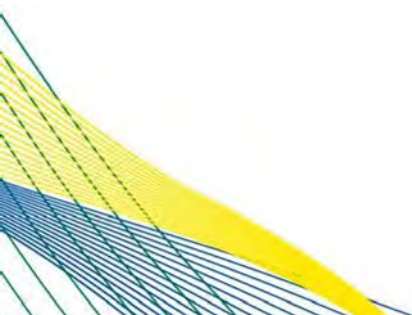
In Year 9, students will build on prior learning and experiences following the progression of the Australian curriculum which encompasses the core strands of Number, Algebra, Measurement, Space, Statistics and Probability. Students will engage in a range of approaches to learning and engaging in mathematics that develops their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Students will be assessed on their ability to demonstrate knowledge of the achievement standards by completing a range of assessment tasks throughout the 4 units of work in Year 9.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Unit 1 focuses on the strands Number, Measurement and Space. In this unit, students will recognise and use rational and irrational numbers to solve problems involving surface area and volume of right prisms and cylinders. They will determine percentage errors in solutions and/or measurements and express numbers in scientific notation as well as solve problems involving ratio, scale and similarity and apply enlargement transformations to given shapes and objects.	Pre and Post Testing Unit Examination Portfolio of Evidence
Term Two	Unit 2 focuses on Measurement and Space and students will focus on solving spatial problems, applying Pythagoras' theorem and trigonometric ratios to right-angled triangles. They will find the distance between two points and solve problems involving direct proportion. Students will design, test and refine algorithms involving a sequence of steps and decisions based on geometric constructions and theorems.	Computational Task Exam Portfolio of Evidence
Term Three	Unit 3 will see students studying Statistics and Probability. Students will design and conduct experiments or simulations for combined events using digital tools and assign probabilities for compound events. They will analyse and compare the distribution of multiple data sets comparing shape and considering outliers. Students will investigate sampling techniques and how samples can be used to support a point of view.	Probability Simulation Statistical Investigation
Term Four	Unit 4 will see students learning about	Exam



	<p>Algebra; students will extend and apply index laws with positive integers to variables, expand binomial products and factorise monic quadratic expressions. They will graph quadratic functions and solve monic quadratic equations algebraically and use digital tools to make connections between graphical and algebraic representations.</p>	<p>Problem Solving and Modelling Task</p> <p>Portfolio of Evidence</p>
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# SCIENCE

Science in Year 9 focuses on key topics for students to understand how the world around them functions. A key feature of science in year 9 is examining interactions between different living and non-living things and the effects these interactions have. Students also focus on examining evidence to draw reasoned conclusions to practical and research investigations which develops students' appreciation of how science is a pursuit to understand phenomena.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Students explore how both the wave and particle models apply to how energy can be transferred from one area or material to another. They perform practical investigations to collect data and draw conclusions about phenomena involved with energy transfer.	Practical Worksheet (Formative) Student Experiment (Summative)
Term Two	Students learn to explain how body systems such as the senses and internal homeostatic mechanisms coordinate to respond to stimuli. They explore how asexual and sexual reproduction helps to maintain the survival of a species.	In class quiz (Formative) Unit Exam (Summative)
Term Three	Students learn to explain how atomic structure, and rearrangement of atoms are involved in chemical processes including nuclear decay of radioactive isotopes and chemical reactions to make new substances.	In class quiz (Formative) Unit Exam (Summative)
Term Four	Students learn about how carbon is cycled between Earth's spheres to maintain life and how human influence has led to the accumulation of greenhouse gases in the atmosphere.	In class worksheet (Formative) Research Task (Summative)



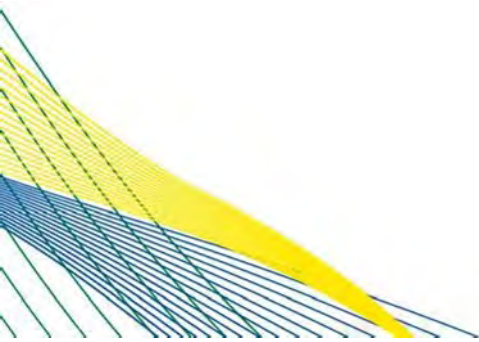
# HUMANITIES

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world. The subjects within Humanities provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. Students will develop their own personal and social learning and explore their perspectives as well as those of others. By studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

<u>History</u>	<u>Unit Outline</u>	<u>Assessment Summary</u>
<p>Making and Transforming the Australian Nation</p> <p>World War I</p>	<p>This unit will provide students with an understanding of the industrial revolution and how and why Australia became settled. It then explains events and processes that have led to it becoming the version of Australia we now know. The unit also provides students with an understanding of why various groups moved to Australia – and the impact of them doing so -and provides a backdrop of learning on why Australia became involved in World War One.</p> <p>Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p>	<p>Investigation</p> <ul style="list-style-type: none"> <li>• Research Book</li> <li>• Written</li> </ul> <p>Examination</p> <ul style="list-style-type: none"> <li>• Short response questions.</li> </ul>
<u>Geography</u>		
<p>Global Interconnections</p> <p>Biomes and Food Security</p>	<p>Students will investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.</p> <p>This unit will provide students with an understanding of the biomes of the world, their characteristics and significance as a source of food and fibre.</p>	<p>Investigation</p> <ul style="list-style-type: none"> <li>• Research book</li> <li>• Written</li> </ul> <p>Examination</p> <ul style="list-style-type: none"> <li>• Short response questions.</li> </ul>



<b><u>Civics and Citizenship</u></b>		
<p>Australian Government Systems</p>	<p>In this unit students develop their understanding of Australia's federal system of government and how it enables change. They also investigate the features of Australia's court system.</p>	<p>Examination</p> <ul style="list-style-type: none"> <li>• Short Response</li> </ul>
<p>Global Citizenship</p>	<p>In this unit students will examine global connectedness and how this is shaping contemporary Australian society and global citizenship. They will investigate how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia</p>	<p>Project</p> <ul style="list-style-type: none"> <li>• Written or multimodal</li> </ul>





# BUSINESS AND ECONOMICS

The focus of learning in Year 9 Business and Economics is the topic "international trade and interdependence" within a global context, including trade with the countries of Asia.

Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	<p><b>Entrepreneurship</b></p> <p>In this unit students will explain processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs. They will develop and evaluate a response to a business issue, using cost-benefit analysis to decide on a course of action</p>	<p>Project</p> <ul style="list-style-type: none"> <li>• Practical and Report</li> <li>• Written</li> </ul>
Term Two	<p><b>Accounting</b></p> <p>In this unit students will create, prepare, and record transactions and Financial Reports for a business with and without the use of technology.</p>	<p>Project (presentation)</p> <p>Examination</p> <ul style="list-style-type: none"> <li>• Written and practical financial reports</li> </ul>
Term Three	<p><b>Personal Finance</b></p> <p>In this unit students investigate some of the investment options available to become financially capable during their lifetime. They will explore the dilemmas that arise when making decisions to do with spending, saving, investing or borrowing money.</p>	<p>Investigation</p> <ul style="list-style-type: none"> <li>• Portfolio of Tasks</li> <li>• Written</li> </ul>
Term Four	<p><b>Global Trade</b></p> <p>In this unit students explain how economic decision-making involves the interdependence of consumers, businesses, the financial sector, and government. They explain the reasons Australia trades with other nations.</p>	<p>Examination</p> <ul style="list-style-type: none"> <li>• Short answer and response to stimulus</li> <li>• Written</li> <li>• Unseen and seen stimulus</li> </ul>



# DRAMA

Learning in Drama involves students making, performing, analysing and responding to drama. Students develop performance skills and techniques by exploring a range of forms, styles and contexts.

In Drama, students physically inhabit an imagined role in a situation. By being in role and responding to role, students explore behaviour in the symbolic form of dramatic storytelling and dramatic action. Through their creative and critical thinking processes, students explore personal expression and grow their intellectual and emotional capacity (specifically the capacity to feel and manage empathy).

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>Introduction to Dramatic Languages</b></p> <p>This unit encourages students to further develop their understanding of the building blocks of drama through analysis and exploration of the dramatic elements. This unit focuses on learning how these elements work together to communicate meaning to an audience in performance. In addition, students will refine skills in workshopping, role-play, improvisation and general performance skills. This unit will teach students how to identify the elements in others' work and use it to construct their own theatrical works.</p>	<p>Responding</p> <ul style="list-style-type: none"> <li>Students write an analytical essay in response to a live or pre-recorded performance</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>Students perform their own devised roleplay</li> </ul>
Term Two	<p><b>Keeping it Real</b></p> <p>This unit will explore the style and conventions of Realism. Students will develop performance skills and the use of the dramatic elements; focusing specifically on human context, mood, tension, language, movement and symbol. They will read and analyse a play in the style; identifying and interpreting the characters, themes and issues present in the script. Students will then apply their knowledge of the dramatic elements and performance skills to bring the script to life.</p>	<p>Performance</p> <ul style="list-style-type: none"> <li>Students perform a scripted scene in small groups</li> </ul>
Term Three	<p><b>Our Issues</b></p> <p>In this unit, students explore the power of drama to engage young people and teach them about social and ethical issues relevant in our world today. They will investigate the form of Collage Drama and the associated dramatic styles and conventions (including Political</p>	<p>Project</p> <ul style="list-style-type: none"> <li>In small groups, students devise a dramatic concept in the form of a multimodal pitch (presentation)</li> <li>As a group, they then prepare a detailed scene for a polished performance</li> </ul>



	theatre, Cyber Drama and Cinematic Theatre) in order to educate and incite change.	
Term Four	<b>Make 'Em Laugh</b> Students explore clowning, slapstick, farce and parody. Students work to develop characterisation, voice and movement skills to better communicate meaning in performance and work to collaboratively plan structure and rehearse live group performances.	<b>Performance</b> <ul style="list-style-type: none"><li>In pairs, students present a short clowning scene or a scripted comedy scene</li></ul>



# DANCE

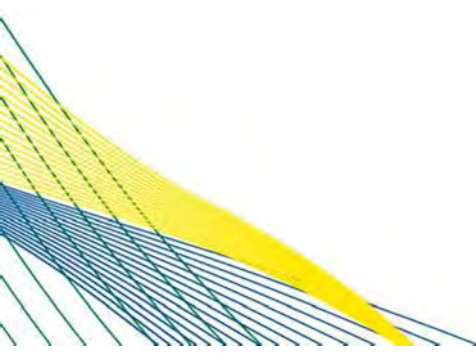
Learning in Dance involves students exploring elements, skills and processes through choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

In Year 9 dance, students improvise, choreograph, interpret and perform. They also learn to appreciate their own and others' dance works through analysing and evaluating professional works

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>Dance Around the World</b> How is identity and culture reflected through dance? In this unit students explore a variety of different cultural dance forms from around the world. Students rehearse and perform a cultural performance piece delivered by a specialist guest choreographer. They also respond to dance cultures, from local, Australian and global contexts, that reflect identity, self-expression and community through a vlog.</p>	<p>Performance</p> <ul style="list-style-type: none"> <li>Students perform a teacher-devised routine</li> </ul> <p>Responding</p> <ul style="list-style-type: none"> <li>Students create a presentation on a studied cultural dance</li> </ul>
Term Two	<p><b>Historical Dance</b> This unit explores a range of cultural and social dances from 1920s to current day. The elements of dance, choreographic devices, form and production elements will be explored to show the development of the dances over time. Technical and expressive skills relevant to genre and style will be explored.</p>	<p>Choreography</p> <ul style="list-style-type: none"> <li>Students perform a variety of short routines spanning across a number of decades.</li> </ul> <p>Responding</p> <ul style="list-style-type: none"> <li>Students analyse and evaluate the progression of popular dance over a number of decades</li> </ul>
Term Three	<p><b>Social Dance</b> This unit explores modern/contemporary dance. Students workshop and create movement sequences using song lyrics as stimulus for motifs. They learn contemporary dance technique to be integrated into a class performance piece. Students learn the history of modern dance and research influential modern choreographers.</p>	<p>Project</p> <ul style="list-style-type: none"> <li>Students will choreograph and perform a piece of contemporary dance with a specific message</li> <li>Students write a statement explaining and justifying their choreographic intention</li> </ul>



Term Four	<p><b>Dance Through the Ages</b> This unit explores the evolution popular dance styles through a variety of decades.</p> <p>I have explored how popular dance reflects the times, whether by music style, fashion, social issue or popular youth culture/sub-culture.</p>	<p>Choreographic project</p> <ul style="list-style-type: none"><li>• In groups, students plan a dance work based on the concept of 'Popular Dance Through Time'</li></ul>
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# MUSIC

In Year 9 Music, students extend their knowledge through composition, performance and analysis. Music is a form of expression that reflects (and is reflected by) cultural, social and political identity. In Year 9, students explore popular music styles and investigate stylistic influences.

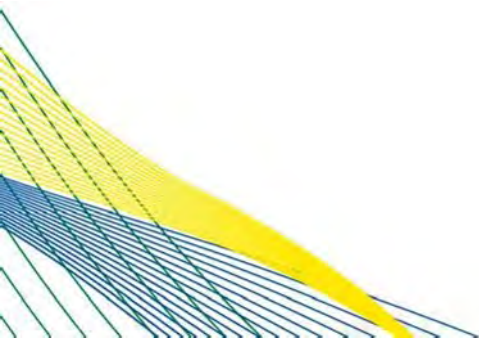
Music is a practical subject where students learn through extending their technical skills in improvising, composing, interpreting, rehearsing, refining and performing. Students learn that over time there has been further development of different traditional and contemporary styles as they explore music forms.

They reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music. Students also explore meaning and interpretation, as well as social, cultural and historical contexts of music as they make and respond to music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term 1 & Term 2	<p><b>Rock and Pop Music</b></p> <p>This unit investigates Rock and Popular music styles and their impact on society (e.g., popular culture) through music performance and composition. The student will investigate indigenous, folk, and contemporary rock and popular music repertoire and associated song writing processes, focusing on music that has a political and/or social justice context. This unit features project-style learning supported by video tutorials allowing students to independently set their own working pace. Additionally, students create an arrangement of "Thunder" by Imagine Dragons using music technologies (e.g., Garageband) and present a performance of "Dumb Things" by Paul Kelly and AB Original.</p>	<p>Composition</p> <ul style="list-style-type: none"> <li>Students will create an arrangement of "Thunder" by Imagine Dragons using Garageband.</li> </ul> <p>Project</p> <ul style="list-style-type: none"> <li>Students will analyse, evaluate and perform "Dumb Things" by Paul Kelly and AB Original</li> </ul>
Term Three	<p><b>One Hit Wonders</b></p> <p>Students explore the art of improvisation through a historical analysis of the blues. They will investigate how modern music styles have been influenced by culture and politics. Through the practice of improvisation, composition, and performance the student will develop an appreciation of the repetitive nature of the 12-bar blues form, and the importance of subtle rhythmic, harmonic, and melodic variation.</p>	<p>Analysis</p> <ul style="list-style-type: none"> <li>Students answer short-response questions about 12-bar-blues composition technique</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>Students perform a contemporary piece of their choice</li> </ul>



Term Four	<b>Electronic Dance Music</b> Students explore music production through investigating features of Electronic Dance Music (EDM). This unit unpacks the use of structure, instrumentation, and repetitive music ideas to create original work.	Composition <ul style="list-style-type: none"><li>• Students create an original EDM composition</li></ul>
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# FASHION AND FIBRE

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions.

They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life, particularly focused on the mass production of fashion, sustainability and ethics of fibres and textiles.

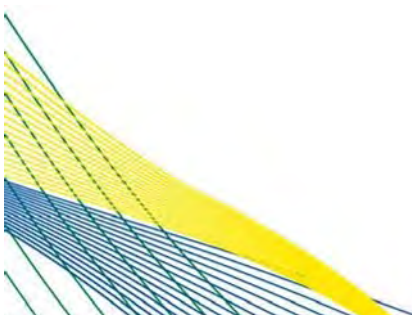
Students will investigate, examine and analyse sources of materials, and design products to promote preferred futures to reduce waste and ethical production.

Students will learn practical sewing and textiles skills to produce prototypes throughout the course of study.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>Sewing and Design Basics</b> This unit explores the nature of the design process. There is a practical focus on basic sewing techniques. Students will use the design process and manufacture a simple textile accessory item that also explores the use of native plants as botanical dyes.</p>	<p><b>Textile Accessory Design and Construction</b></p> <p>Folio and Product</p>
Term Two	<p><b>Sustainable Fibre to Fashion</b> Sustainable fibre, yarn and fabric production will be the focus of this unit. This project will require investigation into sustainable textile fibres for creating preferred futures (for example cotton farming in the Murray River Basin). Students will create a mood board of design ideas and apply appropriate technology to produce a prototype.</p>	<p><b>Design a prototype using sustainable fibres (something to carry)</b></p> <p>Multi modal response and Prototype</p>
Term Three	<p><b>Fashion Trends</b> Students will investigate current fashion trends in relation to sustainable fibres, fabrics and fabric finishes. They will collaborate with others to develop design ideas and apply management plans to produce a simple sun safe fashion collection using sustainable fabrics and design features. Students will adapt and adjust their designs as they implement the design process.</p>	<p><b>Design a Sun Safe Clothing Fashion Collection</b></p> <p>Folio and Product</p>
Term Four	<p><b>Upcycling Textiles</b> This unit investigates possible solutions to minimising waste in the textiles industry as a result of mass production. The ethics of fast fashion versus slow fashion will be analysed. Students will create, adapt and refine</p>	<p><b>Deconstruction and Redesign of a Textile Item</b></p> <p>Folio and Product</p>



	design ideas to repurpose a textiles item. They will justify their design against developed design criteria that include sustainability.	
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# FOOD SPECIALISATIONS

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions in a variety of contexts and needs. They work independently and collaboratively.

They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for preferred futures.

## Expectations:

- Students will be expected to work individually and in groups and will be asked to communicate ideas effectively to achieve outcomes.
- Students will be expected to bring ingredients from home each week.
- Some food products will be consumed by students at school, while others will be taken home.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p>Kitchen Basics</p> <p>'Kitchen Basics' requires students to investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p>	<p>Project</p> <p>Written and practical</p> <p>Folio – individual written task 300 – 400 words</p> <p>Product – individual task</p>
Term Two	<p>Sweet Treats</p> <p>The 'Sweet Treats' unit explores the science principles and processes behind the ingredients and cookery methods in baking sweets. Students will evaluate the advantages and disadvantages of design ideas and technologies.</p>	<p>Investigation</p> <p>Written and practical</p> <p>Multimodal presentation (3-5 minutes)</p> <p>Prototye – 2 cupcakes</p>
Term Three	<p>Cereals and Sauces</p> <p>'Cereals and Sauces' investigates global cuisines through exploring cultural traditions, endemic ingredients and utensils unique to various cultures. Students learn about the use of cereals and sauces across global cuisines.</p>	<p>Project</p> <p>Written and practical</p> <p>Folio – individual written task 300-400 words</p> <p>Product – individual task</p>



Term Four	<p>Wrapping It Up</p> <p>'Wrapping it up' requires students to investigate the role of food in celebrations across the world with an emphasis on Christmas traditional foods. Sustainable packaging solutions are also a focus of study in this unit.</p>	<p>Exam</p> <p>Individual written task</p> <p>Short response questions</p> <p>70mins</p>
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# HEALTH & PHYSICAL EDUCATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. It is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is important to be able to respond to new health issues and evolving physical activity options.

When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.

Students **MUST** wear a hat for all outdoor activities and are required to engage fully in all learning tasks in order to successfully achieve the aims this subject.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	Unit 1 Respectful Relationships  Unit 2- E Games	Written Assignment- Response to Stimulus  Project
Term Two	Unit 3- Adolescence and Alcohol Use  Unit 4- OZTag and Mastercoach	Written: Exam  Performance and written reflection
Term Three	Unit 5- Adolescent Health Concerns  Unit 6- My Fitness	Multi Modal  Performance and written reflection
Term Four	Unit 7- Step Up, Leadership and Teamwork	Project



# JAPANESE

Prerequisite: Year 7-8 Japanese

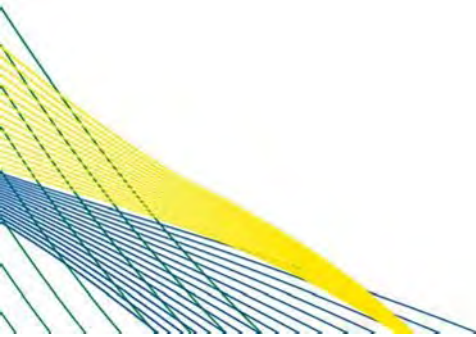
Students use Japanese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Japanese will have two main focus areas; developing Japanese communication skills and understanding Japanese culture and language.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>Maze runner</b></p> <p>How on Earth are we going to get around town? In this unit, you will learn about different parts of a city, how to say directions and how to follow maps in Japanese. You'll also explore different cities around the world.</p>	<p><b>Listening exam</b></p> <p>Listening for directions and analysis language use.</p> <p><b>Reading/writing assignment</b></p> <p>You have received an email from your host brother. Reply to his message in Japanese.</p>
Term Two	<p><b>Shop 'til you drop</b></p> <p>Now that you know how to get around town, it's time to go shopping. You will learn about sizing, shop locations, food, clothing and adjectives.</p>	<p><b>Writing/Speaking assignment</b></p> <p>Create a short TV ad for a store.</p> <p><b>Reading exam</b></p> <p>Education Perfect exam on vocabulary related to shopping.</p>
Term Three	<p><b>Around the world</b></p> <p>You can shop, you can navigate, now you need to plan your travel. In class, you will look at tourism around the world, tourist activities and dream travel locations.</p>	<p><b>Writing assignment</b></p> <p>You have received an email from your host brother. Reply to his message in Japanese.</p> <p><b>Reading exam</b></p> <p>You are a tour operator. A Japanese client has written you an email with their dream tour of Australia. You will need to read through and design a trip based on their wishes.</p>
Term Four	<p><b>Once upon a time</b></p> <p>It's back to basics this term with a look at story books and interesting legends from Japan. You will learn more complex grammar structures to use in storytelling and be prepared for year 10 Japanese.</p>	<p><b>Listening/speaking exam</b></p> <p>Education Perfect exam. Listen to the questions in Japanese and respond in Japanese. Listen to the questions in English and respond in English.</p> <p><b>Reading/writing assignment</b></p>





		Create a story book to read to member of the class.
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# SPANISH

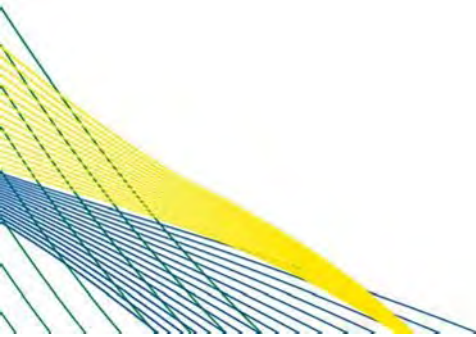
Prerequisite: Year 7-8 Spanish

Students use Spanish language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Spanish will have two main focus areas; developing Spanish communication skills and understanding Spanish culture and language.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p>Unit title: De viaje</p> <p>In this unit, students will be able to use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They will be learning how to use regular and irregular verbs, together</p>	<p><b>Multimodal task</b></p> <p>Speaking</p> <p><b>Digital portfolio</b></p> <p>Written</p>
Term Two	<p><b>Unit Title: Bienvenidos a mi mundo!</b></p> <p>In this unit, students will be able to use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They will be learning how to use regular and irregular verbs, interrogatives with future conditional, together with future reflexive and subjunctive verbs. They will analyse and reflect on texts and intercultural experiences through discussion.</p>	<p><b>Exam</b></p> <p>Reading</p> <p><b>Exam</b></p> <p>Listening</p>
Term Three	<p><b>La Carta, por favor (The menu, please)</b></p> <p>Students learn to explore the diverse culinary culture present in the Spanish-speaking world. They explore the various influences of cuisine from Spain through to Latin America and diversify their understanding of the Spanish language in regards to ordering food at a restaurant, creating and understanding their own custom Menus and the interactions expected in restaurants.</p>	<p><b>Assignment</b></p> <p>Written</p>



<p>Term Four</p>	<p><b>Cultura adolescente (Teenage culture)</b></p> <p>In this capstone course, students combine all learned Spanish language to explore and compare their teenage lives with that of Spanish and Latin American teens. Music, education, use of social media, family relations and working culture are compared, while exploring the parallels teenagers experience regardless of their native language and environment. Students will be using their listening and reading skills to understand interactions common amongst teenagers, their parents and discussions observed on social media in Spanish about musical artists and more.</p>	<p><b>Exam</b></p> <p>Reading</p> <p><b>Exam</b></p> <p>Listening</p>
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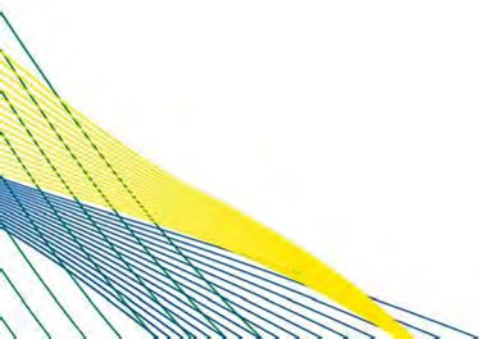
# VISUAL ART

Students in Year 9 experience a number of 2D and 3D activities with a focus on the Elements of Art in a year – long course. Students are urged to use their imagination and are encouraged to be creative and to solve problems throughout the course. Students are given the opportunity to experience and explore a variety of media along with artists' works to help them understand the capabilities and limitations of the materials used. Students gain knowledge, understanding and appreciation of art and culture.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>Still Life Still Relevant</b></p> <p>Students explore the traditional genre of 'still-life', focusing on concepts of 'contrast' and 'layers' to draw attention to explicit details or qualities of an inanimate object. Students research and identify specific elements and principles in the works of others and evaluate how these have impacted the work and created meaning.</p>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>Students create two different drawings of still-life as part of a folio of work</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Students create two instructional videos that demonstrate 'contrast'. They research one artist and work to evaluate</li> </ul>
Term Two	<p><b>Fractured Facades</b></p> <p>Applying sustainable mediums collaged to create a print with textures, multiple points of perspective and monochromatic colour schemes, students will create distorted portraits in a new approach to classic subject matter. Students create a relief printing plate that explores the notion of sustainability using recycled media to create printing surfaces.</p>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>Students create a collagraph plate and print edition to create distorted portraits</li> </ul>
Term Three	<p><b>Lasting Impression</b></p> <p>Students investigate sustainability and human impact on the environment by recording the state of the local area in an 'en plein air' (<i>outdoor</i> in French) painting. Within this unit skills and techniques in paint media are developed. The Impressionism movement, key artists and cultural influences are explored, along with contemporary works, which have appropriated this style. Students analyse the work of Banksy and reflect on the message within the work and its relevance to modern society.</p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Students write an analytical essay that compares and contrast Impressionism and Contemporary Street Art, while reflecting on the message of the work and relevance to society</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Students create a canvas panel-landscape painting using Impressionism techniques</li> </ul>



Term Four	<b>Art Nouveau</b> Students explore patterns and features in nature to develop a 3D ceramic vessel that encompasses the philosophy of the 19th Century “Arts and Crafts’ movement. Students will analyse a range of visual artworks from the Art Nouveau art movement.	<b>Responding</b> <ul style="list-style-type: none"><li>• Students create a multimodal presentation, identifying Art Nouveau influences as well as their own design plans and making processes</li></ul> <b>Making</b> <ul style="list-style-type: none"><li>• Students create a 3D ceramic vessel</li></ul>
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# MEDIA ARTS

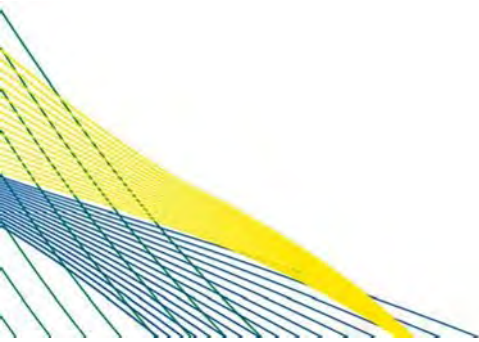
Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies.

Students learn to be critically aware of ways that the media are culturally used and are central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	<p><b>Social Media and Social Influence</b> Students learn about online practices, the media's effect on audience, as well as ideas and terms that are used throughout the Media and Film, Television and New Media curricula.</p> <p>Students create their own social media portfolio, analyse how audiences interact with/share media artworks and analyse and evaluate social and ethical issues.</p>	<p>Portfolio of work</p> <p>Taking the persona of an 'influencer', students create a portfolio of work to share online including:</p> <ul style="list-style-type: none"> <li>Podcast commenting on teenage social media uses</li> <li>Photography (5-7 images) with captions and hashtags</li> <li>Photography justification (300-400 words)</li> </ul>
Term Two	<p><b>Adaptation</b> Students evaluate how adaptations can be created using source material from other platforms. They explore cinematography and pre-production processes through symbolic and technical elements to make meaning and manipulate genre.</p> <p>Students create their own trailer on an adapted text and create a production in small groups.</p>	<p>Portfolio of work</p> <ul style="list-style-type: none"> <li>Students write a 300-word synopsis, summarising the adaptation that they intend to create</li> <li>Create a storyboard for a trailer using iMovie</li> </ul> <p>Project</p> <ul style="list-style-type: none"> <li>In small groups, students refine a storyboard and film and edit an adapted film trailer</li> </ul>
Term Three	<p><b>Documentary and Reality TV</b> Students explore documentary and reality television genres. They evaluate how media conventions and technical &amp; symbolic elements are manipulated to create meaningful documentaries and reality television shows.</p> <p>Students pitch and produce their own reality TV series.</p>	<p>Project</p> <ul style="list-style-type: none"> <li>Students plan and design a treatment for a documentary or reality TV show that explores representations of people who are not always seen on television</li> <li>In small groups, students produce an episode of their documentary/reality TV show</li> </ul>



Term Four	<p><b>Animation</b></p> <p>Students explore animated film and television genres, focusing on the Australian film industry. They learn about characterisation and pitch an idea to an institution, focussing on representation and symbolism.</p> <p>Students analyse and evaluate how meaning is made by manipulating symbolic and technical elements in short animated clips.</p>	<p>Case study exam</p> <ul style="list-style-type: none"><li>• Students watch a short episode of an animated show and investigate the representations of Australian culture</li></ul>
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# DIGITAL TECHNOLOGIES

Students will have the opportunity to apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications.

Students consolidate their skills in data acquisition and interpretation, cleaning and validating data to ensure it is accurate, consistent and domain appropriate. They visualise this data in customisable ways, allowing greater exploration of trends and outliers to support or challenge their analyses.

Students apply design thinking by using divergent techniques to generate design ideas for user experiences and solutions.

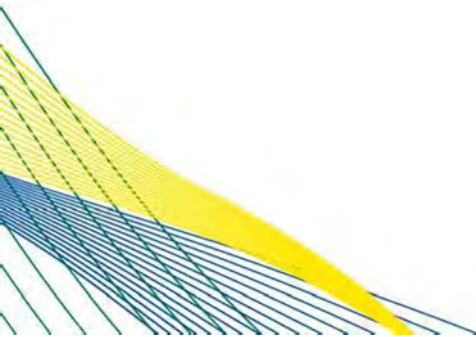
Students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data. They critique the digital footprint created by existing systems and their own solutions by applying the Australian Privacy Principles.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	<p><b>Data Driven Innovation</b></p> <p>Students will decompose real-world problems, and critically evaluate alternative solutions for wearable technology.</p>	<p>Students will complete a project and produce a folio of work and a multimodal task.</p> <p>Individual assignment</p>
Term Two	<p><b>Coding with Python – Web site</b></p> <p>Students will complete a Web Fundamentals course using CS in Schools to code an interactive Web site.</p>	<p>Students will complete a project and produce an interactive media (website).</p> <p>This assessment has both written and practical components</p> <p>Individual assignment.</p>
Term Three	<p><b>Coding with Python – Game</b></p> <p>Students will complete a Graphical Programming course using CS in Schools to code an interactive game.</p>	<p>Student will complete a project and produce an interactive media (game).</p> <p>This assessment has both written and practical components.</p> <p>Individual assignment</p>
Term Four	<p><b>Data Solution</b></p> <p>Students will interpret and model demographic data from ABS databases, and represent documents as content, structure and presentation.</p>	<p>Students will complete an exam under supervised conditions.</p> <ul style="list-style-type: none"> <li>• Unseen questions / stimulus</li> <li>• Short response</li> </ul>





			and extended written response to stimulus
			<ul style="list-style-type: none"><li>• 60min w/10 perusal</li></ul>





# MATERIALS AND TECHNOLOGIES SPECIALISATION

In Design and Technologies students generate, develop, and evaluate ideas and design, produce (make) and evaluate products, in a range of technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment, and digital technologies, using natural and fabricated materials.

Below is a guide to the order projects may run. This is subject to change.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	<p><b>BBQ Flip</b></p> <p>In this unit students learn how to use basic metal work hand tools and machines to create a BBQ Flip. Students learn how to write procedures, evaluate their projects and costing involved in creating a project.</p>	<p>BBQ Flip practical project</p> <p>BBQ Flip Task Booklet</p>
Term Two	<p><b>Pot Plant Holder and Candle Holder</b></p> <p>In this unit students create projects using metalcraft scroll forming. They gain an understanding of basic hand tools and their uses. They create cutting list, procedures and evaluate their projects.</p>	<p>Pot Plant Holder practical project</p> <p>Candle Holder practical project</p> <p>Pot Plant and Candle Holder Task Booklet</p>
Term Three	<p><b>BBQ Mate</b></p> <p>In this unit students create a project using basic wood working hand tools. They gain an understanding of different timbers and timber joints. Students gain an understanding on writing procedures, evaluations and costing out their projects.</p>	<p>BBQ Mate practical project</p> <p>BBQ Mate Task Booklet</p> <p>Exam</p>
Term Four	<p><b>Camp Stool</b></p> <p>In this unit students construct a woodworking project using hand tools and are introduced to bandsaws and mortising machines. They continue to expand on how to construct joints and why they are used. They expand on their knowledge of procedure writing, evaluating, costing and different tools and machinery used in woodworking.</p>	<p>Camp Stool practical project</p> <p>Camp Stool Task Booklet</p>



# ENGINEERING PRINCIPLES AND DESIGN

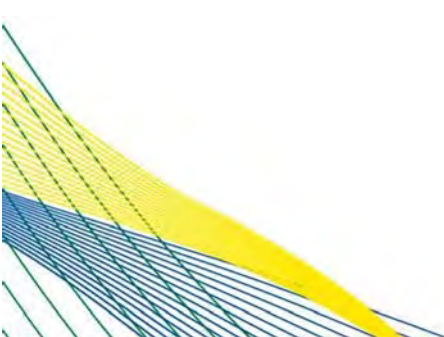
In TES students engage in a design process. They generate, develop, and evaluate ideas and design, produce (make) and evaluate products, services, and environments in a range of technologies contexts in home, community, and global settings. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technological processes and production involving their hands, tools, equipment, and digital technologies, using natural and fabricated materials.

Below is a guide to the order projects may run. This is subject to change.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Term One	<p><b>CO2 drag car</b></p> <p>Students will understand the basics of design process/sketches. Use basic CAD drawing in inventor. Design a Dragster to specifications. Test and simulation of Dragsters in Autodesk Inventor. Gain an understanding of Engineering principles- speed, friction, inertia, force, velocity, aerodynamics, drag. Students will construct the Dragster and race.</p>	<p>Completion of workbook Thumbnail Sketches/drawings Design Portfolio Draft</p>
Term Two	<p><b>Hydrogen Car</b></p> <p>Students research Hydrogen remote control cars and batteries. They will design a remote-controlled Hydrogen car using CAD programs, engineering Principles – Speed, Friction, Aerodynamics, Structure</p>	<p>Design Portfolio</p>
Term Three	<p><b>Hydrogen Car</b></p> <p>Students will construct the car using 3D printers and Laser cutters They will then test and race the car. Completing a report</p> <p><b>Catapult</b></p> <p>Research the history of the catapult and understand basic engineering of catapults Use calculation of projectile motion, engineering principles and the design processes.</p>	<p>Design Portfolio</p> <p>In Class Exam</p>



Term Four	<b>Catapult</b>  Students will draw catapult parts in Autodesk inventor. They use Inventor for simulations for design weakness. Assemble the Catapult in Autodesk Inventor. Create Orthographic Inventor drawings. Laser cut the parts Build and assemble the catapult, Test the Catapult	Portfolio of work
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# SCIENCE AND MATHS ACADEMY - MATHEMATICS

The Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of science and mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities and problem-solving tasks that encourage the use of 21<sup>st</sup> century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

Students will be assessed on their ability to demonstrate knowledge of the achievement standards and higher-order thinking and problem-solving skills by completing both examinations and Problem-Solving and Modelling Tasks (PSMTs) throughout the 4 units of work in Year 9.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Unit 1 focuses on the core area of Number. In this unit, students will learn to recognise and use rational and irrational numbers to solve problems that may include exact answers and/or estimates, determine percentage errors in solutions and/or measurements, model situations involving direct proportion, rates and scale and express small and large numbers in scientific notation.	Pre and Post Testing  Unit Examination  Portfolio of Enrichment tasks
Term Two	Unit 2 focuses on Measurement and Space and students will focus on solving problems involving volume and surface area of right prisms and cylinders as well as investigate spatial problem, applying angle properties, scale and similarity. Students will also study Pythagoras' theorem and trigonometry in right-angled triangles, design, test and refine algorithms involving a sequence of steps and solve problems to make decisions based on geometric constructions and theorems.	Pre and Post Testing  Problem-Solving and Modelling Task  Portfolio of Enrichment tasks



Term Three	Unit 3 will see students studying Algebra, developing a range of skills which will include using index laws with variables, expansion of binomial products, factorisation of quadratic expressions, solving and graphing quadratic equations and using digital tools to describe the effect of transformations.	Pre and Post Testing Unit Examination Portfolio of Enrichment tasks
Term Four	Unit 4 will see students learning about Probability; designing and conducting experiments or simulations for combined events using digital tools and assign probabilities for compound events. Students will also analyse Statistics; looking at distribution of data sets, analysing data using the shape and summary statistics as well as investigating data collection methods such as sampling with representations in the context of everyday use of data.	Pre and Post Testing Problem-Solving and Modelling Task Portfolio of Enrichment tasks



# SCIENCE AND MATHS ACADEMY - SCIENCE

Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of science and mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities, problem-solving tasks and connections that encourage the use of 21<sup>st</sup> century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Students explore how both the wave a particle models apply to how energy can be transferred from one area or material to another. They perform practical investigations to collect data and draw conclusions about phenomena involved with energy transfer	Practical Worksheet (Formative) Student Experiment (Summative)
Term Two	Students learn to explain how body systems such as the senses and internal homeostatic mechanisms coordinate to respond to stimuli. They explore how asexual and sexual reproduction helps to maintain the survival of a species.	In class quiz (Formative) Unit Exam (Summative)
Term Three	Students learn to explain how atomic structure, and rearrangement of atoms are involved in chemical processes including nuclear decay of radioactive isotopes and chemical reactions to make new substances.	In class quiz (Formative) Unit Exam (Summative)
Term Four	Students learn about how carbon is cycled between Earth's spheres to maintain life and how human influence has led to the accumulation of greenhouse gases in the atmosphere	In class worksheet (Formative) Research Task (Summative)



# STEM – SMA (SCIENCE)

STEM in SMA aims to integrate learning in Maths, Science and Technology to provide a rich learning experience that is both engaging and develops crucial skills for students aiming for tertiary studies and careers in Science, Maths and Engineering. The course centres around Design thinking, working collaboratively and creative and critical thinking with students developing solutions to problems using technology.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Digital Solutions: Management: students learn advanced functionality of Microsoft excel and use this to develop solutions for specific tasks	Project – Report and Software artefact.
Term Two	Engineering : Students explore the concept of fluid dynamics and how it affects objects moving through air. They use this understanding to design and construct an object to optimise its movement as it moves through air.	Student Experiment Report
Term Three	Mechatronics: Students use python, modular coding techniques and design thinking to build a robotic device that can use external stimuli to inform action.	Presentation: Multimedia presentation and code
Term Four	Drones: Students use python coding and collaborative working environment to develop and refine choreography that allows multiple tello drones to perform a visual task in unison.	Project Report





# PROGRAM OF EXCELLENCE - AFL ACADEMY

**Prerequisites:** Year 8 AFL Academy (C Standard) or written application (new enrolments)

The AFL Program of Excellence (POE) is designed for students with a strong level of ability and interest in Australian Rules Football and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.

When learning in AFL movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.

Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the subject. They **MUST** wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Theory: Strength and Conditioning / Nutrition  Practical: Combining AFL Skills	Written: Exam  Practical: Performance
Term Two	Theory: POE Values and Goals  Practical: Feedback for Refining AFL Skills	Written: Project / Folio  Practical: Performance
Term Three	Theory: POE Ethics in Sport  Practical: AFL Tactical Awareness	Written: Investigation  Practical: Performance
Term Four	Theory: Tactical Improvement  Practical: AFL GameSense	Written: Project / Folio  Practical: Performance



# PROGRAM OF EXCELLENCE - NETBALL ACADEMY

**Prerequisites:** Year 8 Netball Academy (C Standard) or written application (new enrolments)

The Netball Program of Excellence (POE) is designed for students with a strong level of ability and interest in Netball and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.

When learning in Netball movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.

Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the POE. They **MUST** wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

	<u>Unit Outline</u>	<u>Assessment Summary</u>
Term One	Theory: POE Strength and Conditioning / Nutrition  Practical: Learning Netball Skills	Written: Exam  Practical: Performance
Term Two	Theory: POE Values and Goals  Practical: Feedback for Refining Netball Skills	Written: Project / Folio  Practical: Performance
Term Three	Theory: POE Ethics in Sport  Practical: Netball Tactical Awareness	Written: Investigation  Practical: Performance
Term Four	Theory: Tactical Improvement  Practical: Netball Game Sense	Written: Project / Folio  Practical: Performance



# PROGRAM OF EXCELLENCE - MUSIC ACADEMY

In Year 9 Music Academy, students extend their knowledge through composition, performance and musicology analysis. Music is a form of expression that reflects (and is reflected by) cultural, social and political identity. In Year 9, students explore popular music styles and investigate stylistic influences.

Music is a practical subject where students learn through extending their technique in improvising, composing, rehearsing, refining and performing. Students extend their technical and expressive skills as they investigate music from a range of cultures, times and locations.

They reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music. Students also explore meaning and interpretation, as well as social, cultural and historical contexts of music as they make and respond to music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

	<b>Unit Outline</b>	<b>Assessment Summary</b>
Semester 1	<p><b>Jazz, Blues and Rock Music</b> Students explore jazz, blues and rock music styles and investigate improvised music from its earliest form to its function in current contemporary music styles. Students explore the art of improvisation, composition and performance techniques that have influenced popular music styles. The student will learn how culture and politics have shaped contemporary music (e.g., hip hop, rock, and rap). Through the practice of improvisation, composition, and performance, students extend their knowledge of form, learning the importance of subtle rhythmic, harmonic, and melodic variation.</p>	<p>Composition</p> <ul style="list-style-type: none"> <li>Students will design a composition creating melody, rhythm, and harmony to support lyrics they have written in a 12-bar blues style.</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>Students will present a performance that reflects a contemporary music style of their choice.</li> </ul>
Semester 2	<p><b>Music in the Media</b> Students explore the impact of music in a variety of wider contexts, such as advertising, television productions, cinema and gaming. Students explore how music supports a narrative using music technologies and the analysis of a wide range of music repertoire and musical styles. Additionally, students investigate the design elements of</p>	<p>Composition Project</p> <ul style="list-style-type: none"> <li>Students analyse and evaluate (500-800 words) a piece that was composed for cinema/gaming/television. They identify successful compositional strategies and techniques that clearly communicate the composer's intended emotion or atmosphere.</li> <li>Students compose a piece of music, using similar or</li> </ul>



	<p>soundscapes; the development of mood and atmosphere; Leitmotifs (character themes); and the role of foreshadowing. Music and Media is designed to provide the student with the knowledge and skills required to perform, analyse compose, mix, and produce music for a variety of media applications.</p>	<p>adapted compositional strategies to communicate their chosen emotion or atmosphere</p> <ul style="list-style-type: none"> <li>• Students submit a statement of intent (200 – 400 words) identifying and explaining their compositional choices</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>• Students perform a piece of their choice</li> </ul>
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