

Australind Senior High School



Year 9 Elective options 2018



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YEAR 9 THE ARTS

INTRODUCTION

The four Arts outcomes provide a framework for kindergarten to Year 12 curriculum in The Arts.

The outcomes and associated concepts are interrelated and interconnected. All are equally important and are developed concurrently. As students' progress, they demonstrate the outcomes in increasingly complex ways. The outcomes can be achieved through the arts forms of dance, drama, media, music and visual arts and through combinations of arts forms.

THE ARTS LEARNING OUTCOMES

Arts Ideas: Students generate arts works that communicate ideas.

Arts Skills and Processes: Students use the skills, techniques, processes, conventions and technologies of the arts.

Arts Responses : Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.

Arts In Society: Students understand the role of the arts in society.

In the Arts learning area, students develop creative skills, creative appreciation and knowledge of artistic techniques and technologies in a range of areas. The Arts develop students' sense of personal and cultural identity and equip them for lifelong involvement in and the appreciation of the arts.

YEAR 9 VISUAL ART (1096)

2 periods per week all year

What will I do in this course?

The VISUAL ARTS course in Year 9 provides students with the opportunity to express creative ideas and imaginative thinking through the exploration, experimentation and hands on experience of many art forms such as DRAWING, DESIGNING, PAINTING, CLAYWORK, SCULPTING and MIXED MEDIA. Students will develop skill and confidence in the application of creative arts processes into original, highly imaginative works of art.



What should I be able to do at the end of this course ?

The VISUAL ARTS Year 9 course is divided into TWO assessment strands:

ART MAKING and ART RESPONDING.

ART MAKING tasks incorporate the development of ideas with the practical aspects of transforming ideas into artworks.

ART RESPONDING tasks incorporate art language through the analysis and interpretation of artists and artworks. Students also learn to reflect, both verbally and in written format, their own ideas and processes associated with works of art they have produced.

How will this course help me in the future ?

The VISUAL ARTS Year 9 course is not just for students who possess an innate creative ability, this course is also for those who wish to develop artistic skill and confidence in producing awesome works of art!

Pathways

Year 9 Visual Arts

Year 10 Visual Arts

Year 11 ATAR/General Visual Art

Year 12 ATAR/General Visual Art



Pathways

Year 9 Visual Art - Year 10 Visual Art - Year 11 ATAR Visual Art - Year 12 ATAR Visual Art

OR

Year 9 Visual Art - Year 10 Visual Art - Year 11 General Visual Art - Year 12 General Visual Art

YEAR 9 VISUAL ART AND MEDIA (1096C)

2 periods per week all year

What will I do in this course?

The VISUAL ARTS MEDIA course in Year 9 provides students with the opportunity to express imaginative ideas through the exploration and experimentation of combining VISUAL ARTS processes such as DRAWING, DESIGNING, PAINTING, CLAYWORK, SCULPTING and MIXED MEDIA with the awesome power of TECHNOLOGY. Students will develop skill and confidence in the application of combining these unique creative arts processes into original, highly imaginative works of art. Art forms such as 2D and 3D ANIMATION, PHOTOGRAPHY, SCANOGRAPHY, DIGITAL IMAGE MANIPULATION and HD VIDEO are all explored through this course.



What should I be able to do at the end of this course ?

The VISUAL ARTS MEDIA Year 9 course is divided into two assessment strands:

ART MAKING and ART RESPONDING.

ART MAKING tasks incorporate the development of ideas with the practical aspects of transforming these ideas into works of art.

ART RESPONDING tasks incorporate the language associated with discussing and writing about art through the analysis and interpretation of artists and artworks. Students also learn to reflect, both verbally and in written format, their own ideas and processes associated with works of art they have produced.

How will this course help me in the future ?

The VISUAL ARTS MEDIA Year 9 course is not just for students who possess an innate creative ability or a keen interest in technology as an artform, this course is also for those students who wish to develop confidence and artistic skill or learn more about the awesome arty power of technology in art!

Pathways

Year 9 Visual Arts Media Year 10 Visual Arts Media/Visual Arts Year 11 ATAR/General Visual Art or Media
Production and Analysis Year 12 ATAR/General Visual Art or Media Production and Analysis



YEAR 9 DANCE (1093)

2 periods per week all year

What will I do in this course?

Students will be given opportunities to create, perform and appreciate dance.

Throughout the course, students will be exposed to the genres of cultural and theatrical dance (ballet, jazz and tap dance).

Students will:

- experiment with and manipulate the elements of dance, use choreographic devices, and respond to stimuli to improvise and create movement
- experiment with design concepts and technologies to enhance dance works and to explore alternative roles in dance and the arts
- communicate through movement and use verbal, aural and written components of language to understand and produce dance and to respond to, reflect on and evaluate it
- work to develop dance technique and physical competencies and to retain and reproduce movement sequences through rehearsal
- study anatomy and apply physical skills in both experiential and theoretical contexts
- study and apply safe and healthy dance practices
- study and apply rehearsal techniques, pre-performance preparation, theatre etiquette and performance skills
- explore the functions of dance and investigate how cultural contexts have shaped dance presentation and participation and how dance contributes to the community

This subject has a strong emphasis on practical sessions and learning through active participation in dance and performance. There is also a strong emphasis on theoretical components in the course and students will be required to complete written assessments each semester. Regular homework is required in this subject, as students will be expected to undertake some assessment and written work preparation in their own time.

Assessment tasks will include demonstration of practical dance skills, planning and choreography of small group dance works, study of dance theory, reviews of their own and others' dance works, and dance research. Students will have the opportunity to perform in concerts and at special events throughout the year.

What should I be able to do at the end of this course?

After studying this course students should be able to:


- perform a range of dance skills across a variety of dance genre
- plan and choreograph a dance work and record the process involved
- communicate ideas through movement and design
- understand the cultural and historical context in which dance exists
- think and write critically about dance
- work cooperatively in groups
- demonstrate safe dance practices

How will this course help me in the future?

Through participation in dance, students develop transferable skills essential to their future and that would be beneficial to them in any career. These include:

- communication skills
- collaborative teamwork skills
- negotiation and conflict resolution skills
- problem solving skills
- as well as the ability to organise, analyse and evaluate

Participation may lead to opportunities for future study in dance or related arts fields eg dance teaching (in the community and in a primary or high school), dance production, arts administra-



Participation may lead to opportunities for future study in dance or related arts fields eg dance teaching (in the community and in a primary or high school), dance production, arts administration and dance writing and criticism. The study of dance would be particularly useful for those who may be considering a health-related career such as fitness instructor, dance therapy or physiotherapy.

Special requirements for this course

For health, safety and ease of movement, students are expected to wear clothing suitable for dance during practical dance sessions. It is recommended that students wear footwear appropriate for dance eg bare feet or black jazz shoes. A water bottle and journal and document wallet are also required for the course.

Pathways

Year 9 Dance Year 10 Dance Year 11 ATAR Dance Year 12 ATAR Dance
OR
Year 9 Dance Year 10 Dance Year 11 General Dance Year 12 General Dance

YEAR 9 DRAMA (1092)

2 periods per week all year

What will I do in this course?

The Year 9 Drama course aims to increase students' abilities as general theatre practitioners. Students will further develop their improvisation and play building skills. They will begin to experiment with more sophisticated concepts within their performance work, supported through the study of major acting styles and theatrical conventions. This includes considering the impact of stagecraft elements on the development of story and meaning within performance.

Students will begin with a practical unit reviewing the expressive and improvisation skills learnt during the previous year. Students will extend these skills and begin to apply them in a series of performance workshops based on the work of major acting theorists and principles of method acting. Students will be shown how to apply these skills in building ensemble performances. They will create, write and perform their own work, considering the creation of mood and meaning through key stagecraft elements. Students will begin to investigate how to apply the techniques associated with non-naturalism and explore how to abstract elements of time and space in performance. The unit will culminate in the development of an ensemble performance. Students will also have the opportunity to perform to a variety of audiences.

As part of this subject students will be required to use ICT skills in the writing and editing of script. They will also be required to conduct online research to inform their pieces and some experimentation with different media stimuli for creating performance will occur for some performance work. Various theatre technologies will be used in the production of stagecraft work.

What should I be able to do at the end of this course?

Students should be able to:

- use more complex improvisation and expressive skills for play building
- use scenario and scriptwriting techniques
- have an understanding of the use of areas of stagecraft to enhance meaning in performance
- understand and apply non-naturalistic theatrical conventions
- apply performance theory
- work effectively and creatively as an ensemble or team
- understand and apply universal performance skills and principals
- demonstrate an appreciation of the Art is society
- interpret, reflect and evaluate creative dramatic experiences



How will this course help me in the future?

The Year 9 Drama course bears direct relevance to the Year 10 Drama Course and the Drama courses offered in Years 11 and 12.

Drama assists students to learn about themselves and others. The personal journey taken by students through Drama promotes an inner knowledge and confidence important for human development. The course program promotes self-discovery and self-change, inspiring students to be pro-active both at school and in their future lives. Drama is a subject that fosters positive life skills.

Special requirements for this course

Nil

Pathways

Year 9 Drama Year 10 Drama Year 11 ATAR Drama Year 12 ATAR Drama

OR

Year 9 Drama Year 10 Drama Year 11 General Drama Year 12 General Drama

YEAR 9 PRODUCTION AND ARTS MANAGEMENT (1096B)

2 periods per week all year

(with extra-curricular time allocated at key points as necessary)

What will I do in this course?

Students undertaking this course can expect to learn a range of skills that are relevant to all aspects of the performing arts, both on and off stage. Topics covered will include basic set design and construction, props management, stage management, lighting, front-of-house management, sound, marketing and promotion, and costume design and production. For those who wish to focus more on their on-stage performance skills, the Arts Management & Production unit will address specific styles of theatre and introduce students to specific practitioners and their methods of creating. Unique to this programme, students will also be able to tailor their learning to their specific areas of interest, and differentiated assessment tasks will be offered to this end.

What should I be able to do at the end of this course?

The course is targeted towards individual students and the area(s) they wish to specialise in. There will be three streams from which students can choose (a different choice can be made each semester or students can choose to stick with the same stream throughout the year) – administration, technical and performance. Students undertaking the administration stream will manage budgets, create and implement marketing and promotion strategies, and manage front-of-house operations. Those who choose the technical stream will learn the basics of design and operation/construction, which may include lighting, sound, costume, set and props, with students able to select various roles depending upon their own interests and pre-existing skill set. Performance stream students can expect to have developed their skills in both verbal and non-verbal styles, as well as to perform a variety of different types of drama including monologues, comedy, ensemble, and chorus work.

How will this course help me in the future?

Due to the ability for students to focus on specific areas of interest (e.g. technical, performance, administrative) it is expected that this course will give students a much-needed grounding in the necessary theory whilst also allowing them to gain practical, hands-on experience. Students who successfully complete this course may go on to more specialised work in the performing arts (including the many back-stage components). Possible career paths include concert/artist promotion, stage management, designer, performer, writer, marketer, and many more. Additionally students will gain invaluable experience in teamwork, as the entire class will routinely work together to bring forth a single product.



Special requirements for this course

Students will need to have a pair of soft, black soled canvas shoes, a long sleeved plain black t-shirt and plain black trousers. Long hair must be tied back from the face at all times for OH & S reasons.

Pathways

Year 9 Production and Arts Management Year 10 Production and Arts Management
Year 11 ATAR Drama Year 12 ATAR Drama
OR
Year 9 Production and Arts Management Year 10 Production and Arts Management
Year 11 General Drama Year 12 General Drama

YEAR 9 INSTRUMENTAL AND ENSEMBLE MUSIC (1095)

(School of Instrumental Music - SIM)

Music students who are currently studying instrumental music with the SIM program are obligated to enrol in this course in addition to Year 9 Music. The students continue to develop their creative and instrumental skills in the specialist SIM program, and continue to participate in the school's excellent bands program.

YEAR 9 CLASS MUSIC (1094)

2 periods per week all year

What will I do in this course?

Students will:

Using engaging musical examples, develop a clear understanding of the different styles of popular music and apply it in performance, composition and analysis.

Perform, compose and analyse music using the primary chords, Blues, Reggae and Australian rock music as the bases of your study.

Use technology, skills and artistic talents to perform, create your own and recreate others' works.

Become more aware of how social, cultural and historical factors shape music, and how music is, and has always been, a key part of people's lives.

What should I be able to do at the end of this course?

Analyse and identify specific characteristics in a range of music styles.

Develop your reading, listening and music literacy skills.

Perform a range of musical pieces in Blues, Reggae, or Australian rock styles as a part of a band or solo.

Use technology to compose, record, edit and produce music.

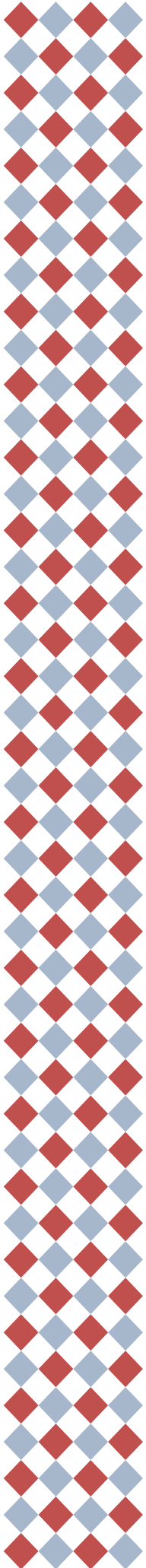
Understand the importance of history and influential people in contemporary music.

Demonstrate safe music practices in a working environment.

How will this course help me in the future?

If you want a career in music, or just want to continue to study music, then this course is for you! The Year 9 course is structured to prepare you for a variety of careers or pastimes in the music industry. Choosing this course will provide you with an opportunity to enhance your musical knowledge in an exciting environment, while preparing for your future.

If you are an existing SIM student, you can study a different instrument ie a second instrument in this course. This course is practical, while providing the theoretical knowledge to help guide you to achieve your goals.



The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first instrument and second instrument. The Year 9 course offers an introduction to the diverse options within the music industry including recording, journalism, performance, rehearsal skills and/or technology. Students will also learn many 'life' skills throughout this course; eg thinking creatively and critically, marketing, team work and time management.

Special requirements for this course

SIM students are required to do this course. The school recognises the commitment that SIM students make, so there are special arrangements in place to allow SIM students to study two Arts subjects (eg Music and Dance/Drama/Visual Art) if they wish.

At ASHS we are always keen to interest students in music. Students who are not SIM students are welcome to enrol, however they should be able to play an instrument to at least an intermediate level. They should be able to read some form of written music, be it TAB or 'normal' notation. Students who are not confident performers can concentrate on other aspects of the course, eg composition or production. It is advised that a meeting with the music coordinator is arranged to discuss a student's suitability to study this course.

Pathways

Year 9 Class Music Year 10 Class Music Year 11 ATAR Music Year 12 ATAR Music

YEAR 9 JAZZ SPECIALIST (109J)

4 periods per week all year

What will I do in this course?

Students will:

In this unique course, develop their skills to be able to perform advanced pieces, developing their composing, performance and improvisation skills.

Perform, compose and analyse music using jazz, funk and world music as the bases of your study.

Using music technology, skills and artistic talents to perform, learn a second instrument, write your own songs and recreate others' works.

Become more aware of how to play the blues in several different styles

Using technology and developing their listening skills, develop their theoretical and aural skills to a high level and thoroughly prepare them for either lifelong interest in music or for ATAR music studies in Jazz.

Understand the importance of history and influential people in Jazz music.

What should I be able to do at the end of this course?

Have developed your reading, listening, literacy and improvisation skills to a very high level, sufficient to confidently study ATAR music and certificate music courses.

Perform a wide range of musical pieces in World and Jazz styles as a part of a band or solo.

Analyse and identify specific characteristics in a wide range of jazz genres.

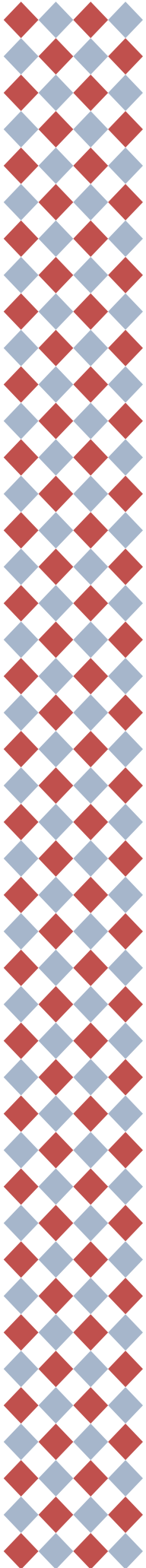
Develop the use of technology to compose, record, edit and produce music.

Understand the importance of history and influential people in Jazz music.

Demonstrate safe music practices in a working environment.

How will this course help me in the future?

If you want a career in music, or just want to continue to get really good on your instrument and play music, then this course is for you! The Year 9 Jazz Specialist course is structured to prepare you for a variety of careers or pastimes in music. Choosing this course will provide you with an opportunity to develop your musical knowledge in an exciting environment, while preparing for your future.



You have the opportunity to learn a second instrument in this course, which will complement your first instrument; eg, if you are a brass or woodwind player, you would learn a range of pieces on guitar, bass or piano. This course is mostly practical, while providing the theoretical knowledge to help guide you to achieve your goals.

The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first instrument and second instrument. The Year 9 Jazz Specialist course offers to broaden your knowledge of music; the diverse range is used and deepen your knowledge of music styles which are not often promoted on the mainstream media outlets. Students will also learn many 'life' skills throughout this course; eg using technology, thinking creatively and critically, team work and time management.

The course will also prepare students for study in Years 10, 11 and 12 ATAR Jazz Music.

Special requirements for this course

This course builds on the skills developed from Y7 and 8 Jazz; if a new student wishes to join this class, they will have to audition with the music coordinator who will assess whether the student has the ability to learn quickly to get the best out of the course.

Students who are not SIM students are welcome to enrol, however they should be able to play an instrument to at least an intermediate level and be able to read notation and be willing to 'have a go' and work on improvisation skills.

Their abilities in Year 9 are entering into an advanced phase, and the study of Year Jazz Music will add relevance to their instrumental studies, and provide them with background to understanding more developments and expertise in music.

Pathways

Year 9 Jazz Specialist Year 10 Jazz Specialist Year 11 ATAR Music Year 12 ATAR Music



YEAR 9 HEALTH & PHYSICAL EDUCATION

INTRODUCTION

The Health and Physical Education learning area aims to develop the knowledge, understanding and skills to enable students to:

Access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan. Develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships.

Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.

Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

Analyze how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

HEALTH AND PHYSICAL EDUCATION LEARNING OUTCOMES

The Health and Physical Education curriculum comprises two strands with the content in each strand organised under three interrelated sub-strands.

Personal, Social and Community Health.

Being healthy, safe and active: This sub strand's content focuses on empowering students to make positive decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient and enables them to access and understand health information.

Communicating and interacting for health and wellbeing:

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

Contributing to healthy and active communities:

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

Movement and Physical Activity

Moving our body

The sub strand focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and develop skills necessary for lifelong participation in physical activity, outdoor recreation and sport.


Understanding movement

The content focuses on developing knowledge and understanding about how our body moves and what happens to our body when it moves. During physical education classes, students develop knowledge and techniques that can be used to understand and enhance their quality of movement and physical activity performance. They are then able to explore the place and meaning of physical activity in their own and others' lives, and across time and cultures.

Learning through movement

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges.

Health and Physical Education is studied by all students at Australind Senior High School in Years 7, 8, 9 & 10 and offers the necessary background to lead into our ATAR Physical Education Studies and Vocational Education and Training (via our Certificate Two in Outdoor Recreation and Certificate Two in Sports Coaching) pathways in Years 11 and 12.



The Modules of study offered over the next two years will provide opportunities for students to develop skills, knowledge and a sound attitude that will enable them to have healthy and productive lives. In a complex, modern lifestyle there are many health concerns facing the young adolescent and we attempt to address many of these concerns as time permits.

COURSE DESCRIPTION

Health Education Year 9

Students [identify](#) and [apply](#) relevant criteria to determine reliability of online [health](#) information and whether it is suitable for use in a particular context. Students [evaluate](#) a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They [describe](#) and [apply](#) appropriate skills and strategies to resolve and manage conflict within different environments.

Outcomes assessed in Health Education:

Within the learning area strand of **Personal, Social and Community Health**, students are assessed within the 3 interrelated sub strands:

Being healthy, safe and active

Communicating and interacting for health and wellbeing

Contributing to healthy and active communities

Assessments may include:

Group and cooperative activities that provide opportunities for individual and peer-learning.

Written work in the form of short and long responses, worksheets with sentence or paragraph answers. Students may also conduct inquiry tasks in which they develop questions, gather, analyse and evaluate information, communicate findings and reflect upon conclusions.

Performances or oral presentations in the form of role-play, speeches, simulations, debates and structured discussions.

Tests or quizzes: These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, structured written responses.

Visual representations which involve learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (i.e. slides, animations, blogs).

Physical Education

General Physical Education is a compulsory course for all Year 9 students. A variety of activities will be completed throughout the year and will provide students with the opportunity to develop skills, knowledge and attitudes that will enable them to lead a healthy and productive life. Students [select](#) and use individual movement skills and sequences that increase in complexity and [perform](#) them with increased speed, control and improved accuracy. They implement [tactics](#) and adapt them in response to previous performances. Students [describe](#) and measure a number of the body's responses to [physical activity](#). In competitive contexts, students participate ethically and [demonstrate](#) ways to build motivation and encourage teamwork.

Outcomes assessed in Physical Education:

Within the learning area strand of **Movement and Physical Activity** students are assessed within the 3 interrelated sub strands:

Moving our body

Understanding movement

Learning through movement

Assessments may include:

The use of **checklists, rubrics, anecdotal records, self-assessments and peer assessments**. Assessment is incorporated into: static drills that increase in complexity as determined by student ability, dynamic and competitive game-like drills, modified sports and competitive situations.

OTHER INFORMATION

Venues

In some classes, where there is a clash of facilities with upper school classes students may need to travel to use community recreational facilities. Students may be charged an additional cost for excursions.

Changing for PE Lessons

Students are required to change immediately before and after PE lessons.



Physical Education Wear

All Physical Education activities require students to have an appropriate change of clothes, including enclosed footwear. PE wear consists of:

- Maroon polo shirt with school crest.
- PE Grey shorts
- All required items are available through the uniform shop on site.

Showering

The school has hot showers available for students throughout the year, in large, clean change-room facilities. These shower cubicles have solid doors to provide adequate privacy for students. Students are welcome to negotiate shower use after physical activity with their class teacher. They will need their own towel and change of items such as underwear, socks etc. All clothing and towels should be labelled with each student's name written in a recognisable place.

YEAR 9 BUILDING FITNESS (3092A)

What will I do in this course?

Course content is structured around fitness related activities as opposed to traditional team sports. Students have the opportunity to use some of the same specialised fitness equipment available in many fitness centres and gyms. Lessons focus on developing both health related fitness (including cardiorespiratory endurance, muscular strength, flexibility and muscular endurance) and Performance related fitness (including power, speed, agility and balance). Activities range from low to high intensity and may include various circuit training, weights training and fitness class structures, similar to those offered by many sports centres and gyms. Building fitness is squarely aimed at students who wish to [develop](#) and [enhance](#) their own personal fitness in a dynamic, fun and motivating environment.

What should I be able to do at the end of the course?

Students will be able to [evaluate](#) their own and others' fitness levels, establish fitness targets and [refine](#) their training methods to maximise success. They will have a knowledge of basic anatomy and biomechanics and be able to design, engage in and evaluate their own fitness programs.

How will this course help me in the future?

Building Fitness provides an excellent platform for any student who is self-motivated, to improve their own fitness and establish long term fitness habits. Students who participate in a competitive team sport can use the Building Fitness course to improve their fitness levels and "give them an edge," enabling them to fulfil their potential in the competitive team sport they participate in either at school or within the local community.

The class also provides an excellent initial introduction to the fitness industry for any student who finds that employment pathway of interest.

YEAR 9 COUNTRY WEEK CHALLENGE (3092D)

What will I do in this course?

The Country Week Challenge class will give students the opportunity to focus on the sporting teams that ASHS currently compete in at the annual country week carnival in Perth. A combination of AFL, soccer, basketball, volleyball, touch rugby, netball and hockey will be taught with a focus on developing advanced skills, strategies and tactics. Sports such as touch rugby, volleyball and hockey have traditionally included a lower number of upper school students, and therefore provide an excellent opportunity for younger students to strengthen their selection chances. Due to this fact, these sports may be given additional focus in the course. However, the sports covered will vary depending on the strengths of the class members, teaching staff and available space.

What should I be able to do at the end of the course?

Display advanced skills, strategies and tactics in country week sports.

Establish personal strengths and identify a chosen sport to pursue selection at country week in Reach their potential and maximise their chances of country week selection.

Work collaboratively with team members, demonstrate leadership and achieve group goals.



How will this course help me in the future?

The course is aimed at inspiring students to realise their potential and assist country week selection goals. It also provides a solid platform for the Year 10 Sports Leadership elective, Year 11 ATAR Physical Education Studies and Vocational Education and Training Certificate Two in Sports Coaching offered in Year 11.

YEAR 9 TECHNOLOGIES

INTRODUCTION

The Technology Process is fundamental to this learning area and integral to the achievement of all Technology and Enterprise outcomes. The statement of each outcome is accompanied by a more detailed description which includes selected examples showing how students may demonstrate achievement of the outcomes from kindergarten to year 12. Any activity in which students engage will give them the opportunity to work towards a range of Technology and Enterprise outcomes, as well as contributing to the achievement of various outcomes in other learning areas.

TECHNOLOGY AND ENTERPRISE LEARNING OUTCOMES

Technology Process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.

Materials

Students select and use materials that are appropriate to achieving solutions to technology challenges.

Information

Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.

Systems

Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges.

All students will study in the areas of Information Technology, Design and Technology and/or Home Economics within the T&E learning area.

YEAR 9 TECHNOLOGY AND ENTERPRISE COURSES

COMPUTER APPLICATIONS (8091)

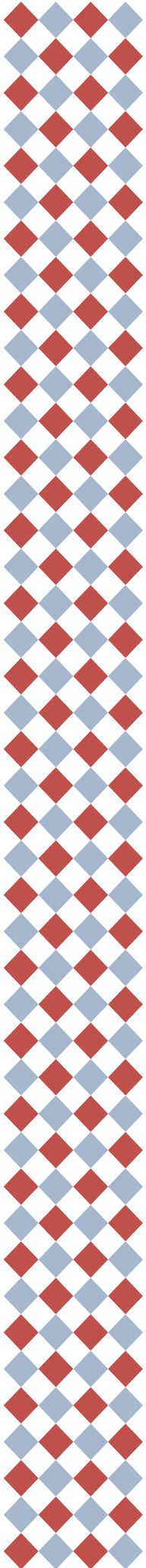
In this unit an up-to-date view of the Information Processing Industry will prepare students to use modern computer hardware and software in the Information Technology industry.

Students will use computers to develop skills in common applications software including:-

- ◆ Word processing to present text based information.
- ◆ Databases to process information and present customised reports.
- ◆ Spreadsheets to solve simple mathematical problems.
- ◆ Using the Internet and email.
- ◆ Robotics. Design of programmes to interface computers with working models that students design and build.

They will further extend their skills in:-

- ◆ Keyboarding – Alphanumeric.
- ◆ Network and File Management.
- ◆ Integration of learned skills.



Students will also develop skills in using modern computer related devices such as:

- ◆ Digital Cameras to enable the processing of digital photographs.
- ◆ Digital Video Cameras to enable direct downloading of video clips.
- ◆ Scanners (Graphics and Text)

Students will complete tasks designed to exemplify their skills in using Application Software.

This course is built around the new curriculum focus: the student outcomes statements. Assessment will be based on solutions to open-ended design briefs. This course leads on to both Programming/Robotics and Information Technology in Year 10.

FOOD (8093)

Students are involved in planning and preparing food so they understand the concepts that enable informed decisions for a healthy active lifestyle. Students will be encouraged to make healthy decisions when choosing foods. They will also look at different types of menus, celebrations and festivities associated with food.

PERSONAL DEVELOPMENT (8094)

The focus for this course is about teenagers, with an emphasis on how to make the most of your physical, social and emotional self. Students 'explore, create, celebrate,' through a range of engaging practical and creative projects. Also if you are interested in working with children, or simply spending time with children, then this is the course for you.

- Caring for children e.g. babysitting skills, making toys and baby items.
- Creativity through crafts e.g. card making, gift making
- Life skills e.g. healthy positive friendships, personal grooming.
- Preparing foods to make you look good and feel good

FASHION (8094A)

This is a highly practical and creative course. Students will learn to confidently use sewing machines, overlockers and embroidery sewing machines, to produce a range of textile items, using a range of fabrics and materials. Some items may include boxer shorts, Hoody, simple dresses, skirts, decorative cushions, bags, teddy and decorative gifts.

Note: Students who wish to take part in this area of study will be required to purchase some of their own fabrics and patterns.

D&T WOOD/METAL (8095)

In demonstrating learning area outcomes students will work in the contexts of woodwork and metalwork. These contexts provide students with the opportunity to complete tasks employing a range of skills in their use of various materials, processes and systems, including the use of Technical Graphics as a means of communication.

TECHNICAL GRAPHICS (8092)

2 periods per week all year

What will I do in this course?


Students will:

- Learn to use a wide selection of Computer Aided Design and Drafting programs
- Develop knowledge and skills associated with engineering drawing to Australian Standards.
- Develop an understanding of basic plane geometry construction techniques and develop skills in the use of desk drawing equipment
- Produce architectural Drawings after learning construction processes for the construction industry

What should I be able to do at the end of this course?

Students will be able to:

- Use computer software competently to complete set drawing tasks. Including AutoCad Mechanical, AutoCad Inventor and ArchiCad
- Draw using a wide variety of 2D and 3D techniques. Including Orthogonal drawing, Axonometric drawing, Oblique drawing, Perspective drawing and Geometric construction.



Model objects in 3 Dimensions

Use the design process to provide a suitable solution to a given situation.

Evaluate their work and where necessary make the appropriate corrections to Australian Design Standards.

MODERN BUSINESS SKILLS (8098)

Today all businesses rely heavily on computer technology for effective and efficient operations. Many businesses use computers, not only for their day to day operations, but many innovative businesses, use computer technology to design and produce some of their products.

You will use specialized software applications to develop business ideas, create, produce and present information in a variety of formats using the following:

Text, images, visual animations

Audio and/or video

Publishing software

PowerPoint Software and

Basic web-page design

This course provides opportunities for students to be innovative in our changing world, understand how vital business is and how it affects our everyday life.

PROGRAMMING AND ROBOTICS (8092)

This yearlong course, teaches students the fundamental concepts of computer programming. Students will use visual programming languages and physical computing devices to complete engaging, hands-on projects. Students will also develop the skills to be able to research, plan and evaluate their own projects.

YEAR 9 JAPANESE LANGUAGE

YEAR 9 JAPANESE LANGUAGE (4092)

2 periods per week all year

What will I do in this course?

Over the year this course will practice how to aurally comprehend, read, write, and converse on the topics of Going Shopping, Weather, Clothing, Health and Television.

Students will review Hiragana script from Year 8 and learn the Katakana script as well as topic specific Kanji.

What should I be able to do at the end of this course?

After studying this course, students should be able to:

Fluently read and write all Hiragana

Read and write all Katakana (a chart may still need to be used)

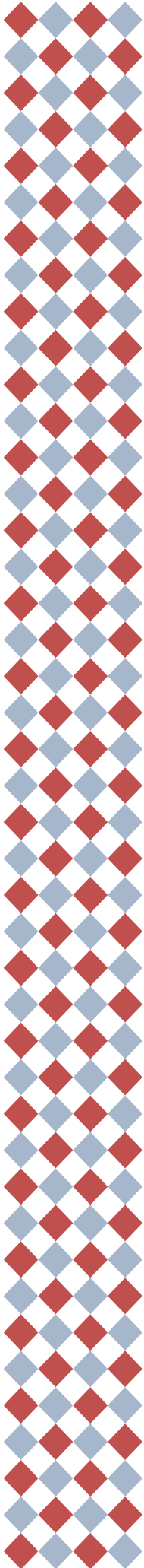
Hold a basic conversation, be able to participate in a role play or answer interview style questions on the Year 9 topics

Comprehend, interpret and respond in English to a range of basic Japanese spoken texts

Comprehend, interpret and respond in English to a range of basic Japanese print and audio-visual texts

Produce basic written texts to express information, ideas, opinions and/or experiences in Japanese

Demonstrate understanding of the grammar and vocabulary included in the unit



How will this course help me in the future?

This course will provide students with the necessary skills for further study of Japanese in Years 10, 11 and 12.

Study of Languages at school also:

- Enables students to communicate with speakers of the language and experience their culture
- Provides students with the skills to learn other languages
- Provides a better understanding of one's own language
- Enhances general verbal communication and literacy skills
- Broadens and enriches students' world view

MOKA STUDENT EXCHANGE

ASHS has a strong sister-school relationship with Moka Junior High School, which is located in Tochigi Prefecture about 2 hours north-west of Tokyo. A student exchange programme is an integral part of this relationship and students and teachers from ASHS travel to Moka every two years with a reciprocal visit from Moka students and staff on alternate years. During this visit students participate in a homestay with families of students from Moka JHS, attend school and go on an excursion with their student hosts. A tour of the major cities of Tokyo, Kyoto, Hiroshima and Osaka to experience firsthand the modern technology and ancient history that makes up Japan concludes the tour for ASHS students. In alternate years when Moka JHS students and staff visit Australia our students have a chance to host the visiting students, reconnecting with friends they have made when visiting Japan and making new friends. It is the reciprocal nature of this exchange, based on the goodwill and friendship forged between Moka JHS and ASHS over the past 13 years that makes the Moka Student Exchange such a unique and integral part of not only the Japanese programme but Australind Senior High School itself.

Special requirements for this course

Nil, however, completion of Year 7 and 8 Japanese is preferred.

Pathways

Year 9 Japanese	Year 10 Japanese	Year 11 ATAR Japanese	Year 12 ATAR Japanese
OR			
Year 9 Japanese	Year 10 Japanese	Year 11 General Japanese	Year 12 General Japanese