

La Salle College



Year 9
2020

Curriculum
Handbook

INDEX

Subject	
Year 9 Curriculum	2
Part I – Compulsory	3
Religious Education	3
<i>Touching Hearts</i>	4
English	5
Health Education	6
Humanities and Social Sciences	7
Mathematics	8
Physical Education	10
Science	11
Part II – Elective	12
Childcare and Development	13
Dance	13
Digital Technologies	13
Drama	14
Electronics	14
Food Technologies	15
Metalwork	15
Music Allegro	16
Music Performance	17
Music General	18
Outdoor Education	19
Photography	19
Physical Education – Football / Netball / Specialised	20
Technical Graphics	22
Visual Arts	22
Woodwork	23

YEAR 9 CURRICULUM

The Year 9 course comprises both Compulsory and Elective subjects. Details of these follow in the lists below as well as descriptions in the rest of this handbook.

COMPULSORY

Religious Education

Touching Hearts

English

Health Education

Humanities and Social Sciences

iConnect

Mathematics

Physical Education

Science

All students must complete a course of study in each of the compulsory subjects. The placement of students into classes is based on their academic performance in Year 8 for English, Mathematics, Science and Humanities and Social Sciences.

Parents are notified of course allocation for Year 9, prior to the commencement of the academic year, by the Deputy Principal. In instances where there are changes made during the year parents will be notified by the relevant Learning Area Coordinator.

PART I – COMPULSORY

RELIGIOUS EDUCATION

Overview

The Religious Education Learning Area is organised into five outcomes, which define the key learning processes, understandings and values that all students should develop. Each outcome is mandated by the Archbishop of Western Australia as a key element in the religious knowledge and faith development of a Catholic school student.

The units of work are as follows:

Term One:

The Human Search for Truth

The search for truth leads to God. Jesus sent the Holy Spirit to guide his followers and the Holy Spirit in turn guides us to answer the questions in our hearts. The Magisterium of the Church preserves Jesus' teachings, and the Holy Spirit guides the Pope and bishops. The Magisterium serves the Church by teaching, explaining and applying Jesus' teachings.

Term Two:

People Grow Stronger Spiritually

People develop spiritually in many different ways and the beginnings of this are in childhood. Our spirituality makes spiritual relationships possible, and the Holy Spirit guides and strengthens baptised Christians. The Gospel of Mark teaches students that people who follow Jesus can draw upon the power of the Holy Spirit to live heroic Christian lives.

Term Three:

People Can Achieve Emotional Peace

This unit of work allows students to discuss the principal emotions and how their experiences of emotions give rise to the question, 'How can I handle my emotions?' People need to respect their emotions and those of others. Students will also examine sin and how it breaks our relationship with God. Penance is a Sacrament of Healing that can restore our relationship with God and it helps us, as humans, to live the Christian life.

Term Four:

Christian Love and Sexuality

Students prepare for adult life and relationships in this unit. The body is a means of communication with one another and students will learn to appreciate the gift of human sexuality. People develop a healthy sexuality as they strive to love like God and God empowers us to respect the dignity of the whole person, especially their sexuality.

Assessment

Each student is expected to complete three formal tasks and an examination each semester.

TOUCHING HEARTS

Rationale

The La Salle College Christian Service Learning programme is called *Touching Hearts*. The programme aims at instilling in students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

Requirements

In Year 9, students are required to complete fifteen hours of community service. The main focus of their service continues to revolve around the family environment and the service students can provide at home to support their families. Service may also be carried out at school and in local parishes. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection, focussing on how the service has made them feel.

Outcomes

At the conclusion of the programme, students will be able to:

- Respond to the Lasallian ethos “touching hearts”.
- Respond to the Gospel value “a call to action”.
- Select appropriate service activities.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

Materials

At the beginning of the programme students will receive:

- A Touching Hearts booklet via their school email.
- An Activity Log.

ENGLISH

Course Outline

The English course in Year 9 is essentially a common course for all students and is offered as Allegro English, English and English Focus. The programme and assessments are constructed to align with the Australian Curriculum.

Through the close study of various genres, students learn about the English language: how it works and how to use it effectively in a variety of forms and situations. A reading programme exists to encourage students to read a variety of texts, not only for enjoyment but also to support their studies.

The Year 9 course aims to:

- (a) Build on and extend the student's ability to use and control the conventions of Standard Australian English.
- (b) Develop understandings about genres and language features through engagement with and study of a range of texts.
- (c) Encourage students to employ a range of processes and strategies to facilitate learning.
- (d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
- (e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
- (f) Develop a student's capacity to listen with purpose, understanding and critical awareness.
- (g) Encourage students to speak with purpose and effect in a range of contexts.
- (h) Explore how visual texts are created for a range of purposes and audiences.
- (i) Foster a love of reading.
- (j) Extend an understanding and use of Information Technology.

Extension English

This course is the most demanding course and provides students with a good grounding in analysis and reading practices. Entry to this course is by invitation; the criteria being results in diagnostic tests such as NAPLAN, and end of year results in Year 8.

English Focus

Those students who are identified as requiring additional support in their English studies will be placed in a smaller English Focus class. These students may have some modified assessment requirements.

Assessment

Students in Extension English will follow a common assessment outline. The task details and approaches to them may vary between courses. Students are required to maintain their work in a portfolio. A number of tasks per year will be consensus marked by all English teachers of this year group. This process takes place to ensure equity and consistency. Students in English and Extension will write common exams.

HEALTH EDUCATION

Course Outline

Year 9 Health Education is aimed at broadening students' understanding of a series of personal and societal issues including Safety, Fitness, Lifestyle Awareness, Growth and Development, Drugs and Life Skills, Cultural beliefs and respecting relationships. They are encouraged to reflect on these as they come to terms with their personal growth and socialisation.

Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts.

Students will:

- learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- develop, value and reflect upon their own and other peoples strengths to promote healthy, active living for all.

The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

Assessment

Written assessments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the WA Curriculum Framework and Australian Curriculum.

HUMANITIES AND SOCIAL SCIENCES

Course Outline

This Learning Area enables students to understand how individuals and groups live together and interact with and within their environment. The Humanities and Social Sciences Learning Area is organised into four specialty areas/units which are term-based.

Area of Study	Unit
Geography	Biomes and Food Security / Interconnections
History	Progressive Ideas and Movements / World War I
Economics and Business	The Global Economy
Civics and Citizenship	Political and Court systems

In addition, students will study a 2- week intensive program on Career Development formerly known as iConnect.

Assessment

Throughout the units of work students will be required to complete one assignment and one topic test (one of each per term). The assignments will be varying in nature, from research tasks, written reports, oral presentations just to name a few. Examinations are held once a semester. Revision activities are produced for all tests and examinations and students are encouraged to attend the Homework Help classes when assessments are coming up.

MATHEMATICS

Course Outline

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop and increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organised around the interaction of three contents strands and four proficiency strands.

The content strands are ***Number and Algebra***, ***Measurement and Geometry***, and ***Statistics and Probability***. They describe what is to be taught and learnt.

The proficiency strands are ***Understanding***, ***Fluency***, ***Problem Solving***, and ***Reasoning***. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Year 9 Achievement Standard

By the end of Year 9, students will develop skills to:

- solve problems involving simple interest
- interpret ratio and scale factors in similar figures.
- explain similarity of triangles
- recognise the connections between similarity and the trigonometric ratios
- compare techniques for collecting data in primary and secondary sources
- make sense of the position of the mean median in skewed, symmetric and bi-modal displays to describe and interpret data
- apply the index laws to numbers and express numbers in scientific notation
- expand binomial expressions
- find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment
- sketch linear and non-linear relations
- calculate areas of shapes and the volume and surface area of right prisms and cylinders
- use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes
- construct histograms and back-to-back stem-and-leaf plots.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items, as indicated above. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level.

Students will be placed into Allegro, General or Focus, based upon their results in Year 8.

Extension

Extension is the most demanding course and prepares students for the study of any of the upper school Mathematics courses. It provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data for students who wish to study Mathematics Specialist ATAR and/or Mathematical Methods in Year 11.

General

This course is slower paced than Extension but still covers the rudiments of the higher pathway to offer sufficient preparation for Mathematics Applications and the possibility of Mathematics Methods for a limited number of students.

Focus Mathematics

Those students who are identified as requiring additional support in their Mathematics studies will be placed in a smaller Focus Mathematics class.

Assessment

Assessment will vary through the courses including a selection of projects, investigations, problem-solving activities, tests and examinations.

PHYSICAL EDUCATION

Course Outline

Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for participation and enhanced performance in physical activity and as a means for optimising wellbeing, but also as a medium for learning across this curriculum area.

Students will:

- develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills
- develop and refine their communication, decision-making and self-management skills
- learn to manage risk and take responsibility for their own and other students' safety build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups
- learn to appraise their own and other students' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance
- understand the place and meaning of physical activity and sport in their own lives.

The College Physical Education uniform, including tracksuit, the College hat (to be worn ALL year), College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes. Converse and canvas shoes are not permitted to be worn, due to students safety.

Students will participate in but is not limited to Fitness, Athletics, Swimming, Tennis, Volleyball, Touch Rugby and Cricket. Students are encouraged to maximise their opportunities and participate in all the College offers in terms of co-curricular sport. This includes the following:

- Inter – House Swimming
- Inter – House Athletics
- Inter – House Cross Country
- ACC Inter-School Swimming, Cross Country, Athletics
- NEAS Inter–School sport
- SSWA (School Sport WA) competition

Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

SCIENCE

Course Outline

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

The Science Department places students who are the top performers based on final Year 8 Science results into the Allegro class. These classes, although covering similar content and assessments, cover more in-depth concepts and are designed to challenge brighter minds. These classes are an advantage to students who wish to study ATAR Science courses in Year 11 and 12 and as such more is expected from these students in regards to class work and assessment results. Students who miss out on a placement into Allegro may still have an opportunity to move should they achieve consistently high results in their General class. Students who find Allegro too difficult can also move to general.

Biological Sciences

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

Chemical Sciences

- All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Physical Sciences

- Energy transfer through different mediums can be explained using wave and particle models.

Earth and Space Sciences

- The theory of plate tectonics explains global patterns of geological activity and continental movement.

Assessment

Tests, research topics, laboratory reports, practical test, scientific article comprehension, model construction, examinations.

PART II – ELECTIVES

Childcare and Development

Dance

Digital Technologies

Drama

Electronics

Food Technologies

Metalwork

Music Allegro

Music Performance

Outdoor Education

Photography

Physical Education - Football/Netball/Specialised

Technical Graphics

Visual Art

Woodwork

All students will study four of the above electives. Two electives will be studied each semester

La Salle College offers Year 9 students an extensive range of Elective Subjects to choose from. These are listed above and a description of each subject can be found in the following pages. Each student is to indicate their selection in order of preference choosing four electives including three alternatives, should one of their preferences not be available. Every effort will be made to place students in their first four preferences, however this is not always possible if:

- two of the selections are timetabled at the same time
- a subject is over-subscribed
- a subject is not timetabled due to low student numbers

Students will be notified of their electives during Term 4.

CHILDCARE AND DEVELOPMENT

Course Outline

This course focuses on the development of children within our society, including the role of babysitter and families. This course involves practical elements, guest speakers and demonstrations, as well as the theory work. Topics covered include the needs of babies and young children, child development and the importance of play

Assessment

Assessment includes both practical and written tasks including making a babysitting kit and a baby book.

DANCE

Course Outline

In Year 9, Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

Assessment

Working is assessed through practical work; *Making* which focuses on choreographic processes, skills and techniques and performance and theoretical work; *Responding* which focuses on dance reflecting and analysing and dance context.

DIGITAL TECHNOLOGIES

Course Outline

In Year 9, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students have opportunities to analyse problems and design, implement and evaluate a range of solutions in the following areas: multimedia problems, robotic programming, website development and graphic design.

Assessment

A variety of practical production and processing tasks; and, knowledge and understanding tests.

DRAMA

Course Outline

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Assessment

Working is assessed through practical work; *Making* which focuses on voice and movement, drama processes and the elements of drama, drama forms and styles, drama conventions, spaces of performance, design and technology, and self-management and group management skills and processes and theoretical work; *Responding* which focuses on drama reflections and drama responses.

ELECTRONICS

Course Outline

Electronics provides students with the opportunity to:

- Develop an interest in electronics and simple robotics.
- Appreciate how electronics has become part of our daily lives.
- Learn the basic theory associated with the operation of simple electronics components.
- Gain skills and confidence in the construction of simple electronic projects.
- Learn how to read electronic circuit diagrams.
- Provide a basis for continuation of electronics as a hobby or career.
- Understand simple explanations of the function of some electronic goods.

Students will be required to complete a theory component along with five common practical projects. On completion of the practical components students will be expected to purchase projects of their own choice.

Assessment

Tests, practical work, library research, book work and attitude.

FOOD TECHNOLOGIES

Course Outline

Year 9 Food Technology reflects the multicultural nature of Australian food. It focuses on the food choices and consumption patterns of today's society resulting from changes in food technology, the development of food preservation techniques and the influence of many international cultures. Students will investigate and prepare a variety of food products and use the technology design process as it applies to food and nutrition.

Assessment

Knowledge and Understanding tasks involving safety, nutrition, preservation, preparation, presentation, physical and sensory properties and perceptions of food principles; and, process and production skills including: designing, producing, implementing, collaborating and evaluating.

METALWORK

Course Outline

Metalwork will cater for students wishing to develop skills in the areas of welding, sheet metalwork and lathe work. Some projects will also incorporate student design skills similar to those skills used in upper school.

Assessment

Knowledge and Understanding tasks involving materials, components, tools and equipment used to create design solutions; and, process and production skills including: designing, producing, implementing, collaborating and evaluating.

MUSIC ALLEGRO

NB: Year 9 Music Allegro or Music Performance is a prerequisite for later entry into the College Concert Band. Music Scholarship students are required to enrol in either Music Allegro or Performance. Students can only select Music Performance or Music Allegro

Prerequisites

This year long course is designed for students who learn an instrument and are wishing to develop both their practical skills within the College Band Programme and their theoretical knowledge of music in preparation for upper school Music courses of study.

As performance is a major component of this course the student must be receiving tuition on a musical instrument. Students are also required to perform with at least one of the College Ensembles as designated by the Director of Music.

Year 8 Music (Band) is not a compulsory prerequisite; however, it would be beneficial. Students wishing to gain entrance to the course without prior enrolment will need to meet the following requirements:

- Grade 1-2 AMEB performance
- Grade 1 AMEB theory
- An interview and audition will be required with the Director of Music

Course Outline

Through preparation for performance and class work, each student will be expected to develop knowledge and skills involved in listening to, reading, writing and creating music.

The main focus will be to develop the required skills in preparation for students who may wish to study the Year 11 and 12 Music courses of study (ATAR and/or General). Students will receive one practical lesson (Band) per week and one theory/appreciation class. A variety of music styles and contexts will be covered. Each student will be required to prepare for and perform both solo works and concert band repertoire. Students in Music Allegro will progress to AMEB Music Theory Grade 2.

Assessment

The assessment will be based on performance, composition, theory, aural and research tasks. The practical assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Theory and aural tasks will be presented in a variety of formats. The composition assessment includes contribution in class, completion of worksheet and the final composition.

MUSIC PERFORMANCE

NB: Year 9 Music Allegro or Music Performance is a prerequisite for later entry into the College Concert Band. Music Scholarship students are required to enrol in either Music Allegro or Performance. Students can only select Music Performance or Music Allegro

Prerequisites

This year long course is designed for students who learn an instrument and wish to focus primarily on their development of their practical skills within the College Band Programme.

As performance is a major component of this course the student must be receiving tuition on a musical instrument. Students are also required to perform with at least one of the College Ensembles as designated by the Director of Music.

Year 8 Music (Band) is not a compulsory prerequisite; however, it would be beneficial. Students wishing to gain entrance to the course without prior enrolment will need to meet the following requirements:

- Grade 1-2 AMEB performance (or equivalent)
- An interview and audition will be required with the Director of Music

Course Outline

Through preparation for performance and class work, each student will be expected to develop extended performance skills and general music knowledge. AMEB Music Theory Grade 1 will be reinforced to allow students a solid understanding of the required concepts.

The main focus is the participation in an ensemble and the development of the skills for music performance with numerous research tasks on a variety of topics. Each student will be required to prepare for and perform both solo works and concert band repertoire.

This course is not designed for students intending on studying the Music courses of study (ATAR and/or General) in Year 11 and 12.

Assessment

Assessment will predominantly be based upon performance, theory skills and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance.

The assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Students will also be exposed to theory, aural and research knowledge and skills at a less complex level than the Music Studies course.

MUSIC GENERAL

NB: Year 9 General Music requires all students to own and be receiving instrumental tuition on either guitar, bass or drums.

Prerequisites

No prior experience is necessary; however, Year 8 General Music or previous experience on either guitar, piano or drums would be highly beneficial.

Course Outline

This semester long course allows students to experience and develop new skills in the art form of Music.

Students will further their skills gained from Year 8 General Music, with all having the opportunity to perform on guitar, bass, piano and drums. Largely based on contemporary music, students will also be exposed to ensemble skills in preparation for performances occurring throughout the course.

Students will further their knowledge of basic Music theory to assist with their performance skills and compositional techniques using a digital interface (computer programme).

Assessment

Assessment will predominantly be based upon performance, theory skills, composition and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance. The assessment includes preparation throughout the semester and an involvement in producing and presenting the performance.

OUTDOOR EDUCATION

Course Outline

This option allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. The activities are designed to be challenging and are structured to extend the individual. The activities covered in Year 9 include:

- Triathlon
- Team building activities (initiative games)
- Cycling (track and road)
- Camping (map reading; compass work; cooking; backpacking) and environmental awareness
- Snorkelling
- Archery
- First Aid
- Students *must* be able to **demonstrate sound swimming skills**

Assessment

Students will be assessed on the Health and Physical Education Learning Area Outcomes.

Materials

All gear and equipment is supplied. Students are responsible for their own change of clothes which is (unless otherwise stated) their physical education uniform. There is a fee to cover facility hire of **approximately \$200** and another fee for the camp and excursion (**\$200**).

Approximate course costs: \$400.

PHOTOGRAPHY

Course Outline

This course introduces students to the principles, techniques and materials used in Photography. The course has a high practical content as well as a design focus. Students are provided with the opportunity to use basic digital photographic equipment to take photographs and to develop photographic skills and techniques.

Assessment

Knowledge and Understanding tasks involving materials, components, tools and equipment used to create design solutions; and folio work that will demonstrate process and production skills including: designing, producing, implementing, collaborating and evaluating.

PHYSICAL EDUCATION – SPECIALISED PROGRAMMES FOOTBALL or NETBALL or PHYSICAL EDUCATION

SPECIALISED AUSTRALIAN RULES FOOTBALL

Course Outline

This course aims to build on and run alongside the Year 9 PE programme as a specialised Football elective. This course is designed to extend students who have a genuine interest in the game and prepare students adequately for possible selection of Football specialist in Year 10.

Students will focus on many aspects of the game including history, skills, rules, strategies and tactics as well as nutrition, injury prevention and the importance of warm ups and cool downs. Specific attention is given to the development of a student's hand-eye coordination, movement patterns, physical fitness, teamwork and interpersonal skills in relation to football.

The College Physical Education uniform, including tracksuit, the College hat, College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes/boots. Mouth guards are recommended. A football jumper should also be worn. A cost of \$60 will incur if this subject is selected.

Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

OR

SPECIALISED NETBALL

Course Outline

This course aims to build on and run alongside the Year 9 PE programme as a specialised Netball elective. This course is designed to extend students who have a genuine interest in the game. Students will focus on many aspects of the game including history, skills, rules, strategies and tactics as well as nutrition, injury prevention and the importance of warm ups and cool downs. Specific attention is given to the development of a student's hand-eye coordination, movement patterns, physical fitness, teamwork and interpersonal skills in relation to netball.

The College Physical Education Uniform, including tracksuit, the College hat and College sports bag. It is expected that **all** students will wear appropriate sandshoes, designed for running and movement (skate shoes, volleys and basketball shoes are **not** appropriate.) No student should use brand named sports bags for carrying clothing. A cost of \$60 will incur if this subject is selected.

Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

OR

SPECIALISED PHYSICAL EDUCATION

Course Outline

In this unit students will work collaboratively to explore, examine, experience and understand team sport. Sport Education in Physical Education Program (SEPEP) has developed as a model designed to appeal to all facets of student's abilities and experience relevant to the process of learning, not just the physical.

SEPEP seeks to change the typical pattern of classroom interaction, procedures and principles and to redefine the roles of teachers and students. As the ones who are in the class to learn, students should be asking questions and determining the problems of knowledge that must be solved in order to study a topic in a way that makes sense to them. The aim is to maximise students' opportunities to learn by allowing them to ask questions, to obtain information relevant to these questions and to interpret this information in light of their experiences.

This model of instruction emphasises learner investment in the active search for information about sport (and life) relevant issues such as skills, rules, game strategies and social dynamics by collective action with peers, followed by interpretation of the information in such a way that eventually it can become knowledge for the students. Sports may include – Floorball, Touch rugby, Badminton, Volleyball, Basketball.

The College Physical Education uniform, including tracksuit, the College hat, College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes. A cost of \$60 will incur if this subject is selected.

Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

TECHNICAL GRAPHICS

Course Outline

This course provides students with an opportunity to develop both freehand sketching and computer aided drafting skills and techniques and apply them to pictorial, orthogonal and geometrical drawing. The Technical Graphics room is fully equipped with Computer Aided Drafting (CAD) machines and focuses on the use of AutoCAD and Inventor software, both used throughout many industries. Students will also learn colour rendering techniques and include these in a formalised approach when developing design and drawing styles. Printing will be in forms of paper, laser and vinyl cutting.

Assessment

Knowledge and Understanding tasks involving materials, components, tools and equipment used to create design solutions; and folio work that will demonstrate process and production skills including: designing, producing, implementing, collaborating and evaluating.

VISUAL ARTS

Course Outline

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork that communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work.

Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

Assessment

Working is assessed through practical work; *Making* which focuses on inquiry, art practice and presentation and theoretical work; *Responding* which focuses on analysis, social, cultural and historical contexts and interpretation/response.

WOODWORK

Course Outline

Students participating in this course will be given the opportunity to develop new and interesting woodworking skills. Refinement of skills in the areas of marking out, sawing, chiselling, planing, drilling and woodturning will occur in Year 9. Students will be instructed in the safe operation of power tools and they will complete a number of very interesting projects using a variety of timbers.

Assessment

Knowledge and Understanding tasks involving materials, tools and equipment used to create design solutions; and, process and production skills including: designing, producing, implementing, collaborating and evaluating.