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2018

Welcome to Year 9

This outline gives you information about the curriculum programs for Year 9 students and is designed to provide the basis for consultation between parents/caregivers, students and teachers. Narrogin SHS endeavours to ensure that students in Year 9 receive a diverse curriculum that exposes all students to each of the eight Learning Areas.

All students will study four periods of English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education each week. Students will be allocated to pathways based on their Year 8 achievement. It is possible for students to move from one pathway into another, at the end of Semester One, if their performance changes significantly and class numbers allow. In addition to the compulsory subjects above, students can choose an additional five electives from Learning Areas. All these electives are taken over the whole year.

Should you have any difficulty in choosing an appropriate subject based on your strengths, interests and vocational aspirations, please make an appointment with your Year Leader, Student Services Program Coordinator or Middle School Deputy Principal.

Year 9 Subjects (elective subjects are all 2 periods/week)		
Learning Area / Subject	Length - Full Year	* Estimated Cost *
English	4 periods/week	\$19.00
Mathematics	4 periods/week	\$19.00
Advanced Mathematics	} 2 periods/week	\$16.00
Essential Mathematics		\$19.00
Science	4 periods/week	\$30.00
Humanities and Social Sciences, Languages	4 periods/week	\$24.00
Financial Literacy	2 periods/week	\$11.00
Indonesian	2 periods/week	\$20.00
Health & Physical Education (HPE)	4 periods/week	\$30.00
Academy Sports: Cricket, Hockey or Netball	2 periods/week	\$110.00/\$55.00/\$55.00
Technologies		
Applied Information Technology	} 2 periods/week	\$16.00
Wood Technology		\$70.00
Metal Engineering		\$85.00
Automated Systems		\$64.00
Food Science and Technology		\$38.00
Child Care and Textiles		\$31.00
The Arts		
Visual Arts	} 2 periods/week	\$23.00
Music		\$23.00
Drama		\$15.00
Dance		\$25.00
Photography		\$45.00

* These prices are an estimate based on current 2017 pricing, but may be subject to change *

In Year 9, students are placed into pathways based on their Year 8 results, their Attitude, Behaviour and Effort scores and on the recommendations of teachers. It is possible for students to move from one pathway into another, at the end of Semester One, if their performance changes significantly and class numbers allow. We also provide a Focus class for lower ability students.

The year-long program, for both pathways, utilises the interrelatedness of the three strands of Language, Literature and Literacy and each term's unit integrates the content from all three strands. Students cover themes within which tasks are set. These themes are:

- Sustainability
- Asia and Australia's Engagement with Asia
- Aboriginal and Torres Strait Islander Histories and Culture

The body of knowledge which students study, is marked against the Australian Curriculum year level descriptors and Judging Standards in Year 9 English (Schools Curriculum and Standards Authority). Both the content and the tasks are differentiated according to the students' needs. Students are assessed on three strands:

- Reading and Viewing
- Writing
- Speaking and Listening

Pathway 1 - NAEP

The Narrogin Academic Extension Pathway (NAEP) is offered, by invitation & examination, to students who have a particular talent for English. It builds upon a sound knowledge of Language, Literature and Literacy, in order to develop students' critical and analytical skills in addition to polishing their ability to apply their knowledge across genres. It is expected that students who join this pathway will go on to study ATAR English, in Years 11 and 12.

Pathway 2 - General

This pathway continues to develop skills in Language, Literature and Literacy, with a focus on improving students' all round ability to work within a range of English genres. It is expected that students who join this pathway will study General English in years 11 and 12, although those students who do particularly well in this pathway may be suited to studying ATAR English.

In Year 9, students continue their study of the Australian Mathematics Curriculum which is organised around the interaction of three content strands and four proficiency strands. 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 which described what is to be taught and learnt. The content strands are as follows:

Number and Algebra

Students apply number sense and strategies for counting and representing numbers. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

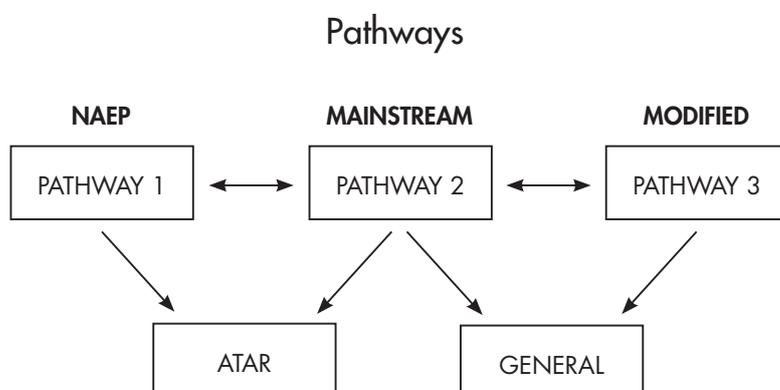
Measurement and Geometry

Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units, and calculate derived measures such as area, speed and density.

Statistics and Probability

Students represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.

As students progress mathematically at different rates, in Year 9 the Mathematics programs are expanded to cater for individual needs. Students will be allocated to pathways based on both their level of performance in Year 8 and on the teachers' judgements of their mathematical development.



ESSENTIAL MATHEMATICS ELECTIVE

This Mathematics elective is for students who require additional mathematical support.

This elective will cover a variety of skills required for NAPLAN, including areas such as Number, Algebra, Measurement, Geometry, Statistics and Probability. There is an emphasis on providing support for the essential mathematics skills to meet the demands of Australian Curriculum.

This elective will be a complement to the standard Mathematics course. It is recommended for the student who has not yet achieved Band 8 in the Numeracy component of NAPLAN.

ADVANCED MATHEMATICS ELECTIVE

This elective will further assist student in the deeper understanding of topics covered in the standard Mathematics course.

This elective will promote a students' awareness of the importance of mathematics in everyday life in a technological society, and provide confidence to make effective use of mathematical ideas, techniques and processes.

This elective will be a complement to the standard mathematics course. It is recommended for the student who wishes to get a head start at Year 10 level Mathematics.

The Australian Curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are: patterns, order and organisation, form and function, stability and change, systems, scale and measurement, and matter and energy.

Assessments are broken into three sections:

- Science Understandings
- Science as Human Endeavour
- Science Inquiry Skills

Science does not stream classes in Year 9 and therefore every student will study the same content and have common assessments.

In Year 9, students are introduced to chemical processes and natural radioactivity in terms of atoms and energy transfers and investigate examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

In Year 9, Humanities and Social Sciences consists of History, Civics and Citizenship, Economics and Business and Geography.

Students will develop increasing independence in skills application and in critical thinking skills. This includes researching, questioning, analysing, communicating, evaluating and reflecting. Students apply these skills to investigate issue, phenomena, events and developments, both in a historical and contemporary.

Students will continue to build on their understanding of the concepts of democracy, justice, participation, democratic values and The Westminster Students will examine the role of key players in the political system. They will look at the way citizens' decisions are shaped during an election campaign. Students will look at how government is formed. Students will investigate how Australia's court system works in support of a just and democratic society. Students are introduced to the concepts of trade and specialisation. Students will while continue to develop their understanding of the key concepts of markets, allocation, making choices, interdependence and scarcity. They examine the connections both within Australia and with other countries between consumers, business and governments, through the flow of services, goods and resources in a global economy.

Students will continue working with the concepts of sustainability, change, place, space, interconnection and environment. Students will inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of locations, environments and place at the full range of scales, from local to global.

Students develop their historical understanding through key concepts, including cause and effect, significance, empathy, continuity and change, perspectives and contestability.

Students will investigate concepts within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I, including the causes and effects.

Humanities and Social Sciences outcomes covered in Years 7 to 10 will lead to entry into the following Senior School courses; ATAR Geography, ATAR Modern History, Business Management and Enterprise, Career and Enterprise.

FINANCIAL LITERACY ELECTIVE *ECONOMICS AND BUSINESS CURRICULUM*

This course is broken into two sections; the first section is designed to introduce both personal and business money management (financial literacy) to the student through a detailed investigation of the financial sector (international and national). The course is aimed at students developing economic and financial knowledge, effective planning skills and to provide an understanding for the students to develop skills to select and interact with providers of goods and services. Including tasks such as:

- Design an Advert Competition
- Economics of an overseas holiday - students will plan and budget for a holiday.
- Investigation into running a business - including customer service and satisfaction, turning businesses paperless etc. \$20 Boss In-School Challenge (The Foundation of Young Australians)
- Food Miles - linking the global food industry, hospitality and financial costs.

The second section of this course is examining the connectedness of Australia with its region and the World. The focus of this section will be investigating the geography of the design and products used by students, such as fashion goods, mobile phones, sports gear and audio equipment. Students will look at global corporations in detail and undertake an investigation into one of these organisations. Students will also explore the truth of 'fair trade' in fair trade products such as chocolate and coffee.

INDONESIAN

Languages are a strongly suggested pathway of study in Year 9. Students are encouraged to continue with the language they studied in the previous year to maximise competency and learning opportunities into their senior years of schooling.

Learning a language is the best way to learn about societies and cultures other than our own and it assists us to see the world from another perspective. Languages education is an integral part of a balanced school curriculum. Learning languages plays an important role in preparing students for participation as global citizens within the 21st century. There are many benefits of learning a language, which includes being able to communicate within and across cultures, an extension on literacy skills, creating an appreciation plus respect for diversity and difference.

There are four outcomes to the Languages curriculum. Students will be taught and assessed on:

- Listening, Responding and Speaking
 - Viewing, Reading and Responding
 - Writing
- plus Cultural Understandings*

Students will study contexts such as: traditional and trendy clothes, I love shopping, diversity in Indonesia, city life/village life, at the markets, at the restaurant, aspects of socialising, aspects of lifestyles currency, the Indonesian concept of time and the role of technology in people's lives.

Students also explore the links between English and Indonesian, as well as the similarities and differences of the two cultures. Students will also participate in a wide variety of classroom activities, including the use of technology to assist in learning the Indonesian language.

During the year, students will undertake an excursion programme to Perth where they will visit various locations, such as Murdoch University (Languages Department), the Indonesian consulate. Students will interact with MAN4, Jakarta (our sister school) via web technologies, pen pals or through visits (reciprocal visits).

GENERAL HEALTH AND PHYSICAL EDUCATION

General Health and Physical Education enables young people to promote their own and others health, wellbeing, safety and participation in physical activity throughout their lifetime. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Within the context of Physical Activity students learn hockey, badminton, softball and soft cross and soccer.

Within the context of Health students learn about legal and illegal drugs, safety and sexuality, lifestyle diseases and nutrition, as well as Career education.

All students will study General Health and Physical Education.

ACADEMY SPORTS

This subject is for students who have a strong interest in sport and fitness. The three academy sports are Hockey, Cricket and Netball. It **may** be possible for students to move between these sports during the year. As an example, a student may choose to study Cricket in Term One and Four and Hockey in Term Two and Three. Furthermore, students will have access to cross training opportunities through a quality basketball program. Other physical activities such as Pilates, Yoga and circuit training may also be available.

Hockey is taught at the Narrogin Recreation Centre on the synthetic turf. Netball is predominately taught at the school with some visits to the recreation centre. Cricket is taught at the school. Four synthetic nets, a central turf wicket along with specialist equipment such as ball machines give high quality opportunities for students to develop their skills and knowledge.

Academy Sports students also benefit from two half day sports carnivals and games against visiting schools.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory responses to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling. In Year 9, students have a choice of studying Visual Arts, Class Music, Drama or Photography. Our program will provide students with excellent facilities and specially trained teachers.

VISUAL ARTS ELECTIVE

In Year 9, students use visual 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 artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. In Year 9, the learning focus is on:

- Exploring materials (painting), textiles, sculpture
- Still Life drawing
- Aboriginal and Torres Strait Islander Art
- Responding to the works of other artists and their own through investigation tasks

MUSIC ELECTIVE

CLASS MUSIC

*This subject is compulsory for **ALL** band students and develops musicianship in conjunction with the Instrumental Music course.*

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic passages, melodic patterns based on familiar scale forms and familiar chord progressions. Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles, as well as performing solos and in ensembles.

INSTRUMENTAL MUSIC

This subject is compulsory for all band students and is offered in conjunction with the Instrumental Music School Services (IMSS). Individual and small group lessons will assist the student to develop skills in a specific instrument. Currently, the school offers instrumental tuition on the following instruments: Flute, Clarinet, Trumpet, Low Brass and Percussion.

DRAMA ELECTIVE

This programme will provide an introduction to drama and stage production. Students will be given practical skills and knowledge in the range of roles needed to put on a performance, including onstage, backstage and front of house. There are no prerequisites for this course other than enthusiasm and a willingness to participate in all activities. The focus for learning is on:

- Stage Craft
- Mime
- Speech Techniques
- Scripted Drama
- Improvised Drama

PHOTOGRAPHY ELECTIVE

This course is designed for students and will provide an introduction to the rudiments of photography and incorporates them learning about aperture, depth of field, composition, shutter speed, lens focal length, ISO, exposure and f-stops, using both digital and analogue (film) single lens reflex cameras.

The students will need to be able to use a desktop computer and be familiar with the Microsoft Word and Publisher programs. The course also introduces editing using the industry standard software Adobe Photoshop. In semester one students are taught the range of controls and how to manipulate them to achieve desired results. In the second semester students use these skills in the darkroom (film and chemical processing) and in the computer laboratory to produce images for fashion, studio portraiture and still life advertising. There are no prerequisites for this course other than initiative, and having a creative eye through the viewfinder .

DANCE ELECTIVE

In Year 9, Dance students are given opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent. They develop their technical dance skills and build on their awareness of the body, and how it is used in specific dance styles. They discuss the use of choreography and design concepts on different dance works. In Year 9 the learning focuses will be:

- The Four Elements of Dance
- Jazz
- Contemporary
- Hip-hop

APPLIED INFORMATION TECHNOLOGY ELECTIVE

This subject will provide practical skills and knowledge of the essential elements of various software applications. Students will learn skills that enable them to operate a computer and use software applications including word processing, spread sheets, databases, presentation packages, internet, email. Students will also learn about the different fields of information technology. Upon successful completion of the subject students will have gained essential knowledge in the following areas:

- Computer hardware and software
- Computer technology
- Microsoft applications
- Data communications and the internet

WOOD TECHNOLOGY ELECTIVE

In this subject students develop skills in designing, drawing, woodturning, freeform woodwork and model construction using the available technology. Projects may range from cutting boards to small boxes, foot stools and a mirror stand.

METAL ENGINEERING ELECTIVE

In this subject students are encouraged to develop their own ideas through drawing and then fabricating their models using machines, welding skills and fabrication techniques. Projects may range from jewellery items to garden tools, candle holders to spinning tops.

AUTOMATED SYSTEMS ELECTIVE

Students will complete a study of product design using new technologies. Students will learn basic skills in 3D modelling, file conversion, laser cutting and 3D printing. Students will also look at basic electronic compounds and prototyping introductory circuits and have an opportunity to include electronic moduling in their products. Students will also learn introductory coding skills and lean how to use a micro pro to manage input/output and sensors.

FOOD SCIENCE & TECHNOLOGY ELECTIVE (SNACK ATTACK)

Students will continue to build on their knowledge of the properties and skills in preparing a variety of food products, as well as the importance of good nutrition. Studies in this area can become a pathway to further studies in Hospitality in the Trade Training Centre in Year 11 and 12 where a Certificate II can be completed.

CHILD CARE AND TEXTILES ELECTIVE

In this subject students will develop their understanding of child development by investigating first aid and the roles and responsibilities of a baby sitter. Students will also develop appropriate play activities suitable for a range of age groups. This subject provides a background for Child Care in subsequent years. Students selecting this subject will study textile and fashion technology by making simple objects or garments and experimenting with fabrics, dyes and craft techniques. This subject prepares students for Year 10 Textiles and Fashion. This subject is a pathway for students who wish to continue their study of fashion and textiles in Senior School.

