



Lowood State
High School

2022

Curriculum
Year 9

Junior Secondary

School Philosophy

Motto

Creating the Future

Vision

Lowood State High School delivers high quality educational opportunities and outcomes to enable all students to experience success.

Focus

Lowood State High School is committed to providing high quality education which encourages students to achieve to the best of their ability, '*Creating the Future*'.

Our focus is on preparing students with 21st Century Skills, attributes and qualifications that allow them to progress successfully to the next phase of their life; university, an apprenticeship or traineeship, further training or employment. We are determined to provide successful learning opportunities, in a manner that is consistent with recent research on effective adolescent learning.

We provide a diverse range of curriculum opportunities to cater for all students, by offering academic and vocational pathways. We develop and empower students to be healthy and confident young people who can successfully navigate a more complex world. A range of opportunities are provided throughout the school year to enrich learning. We cater for all students using an inclusive model, whilst addressing individual needs.

Values

Respect

Behave, and treat others in a way that is kind and fair

Integrity

Do the right thing, even when no one is watching

Self-reliance

Understand that you are responsible for your own actions

Engagement

Complete all tasks to the best of your ability



Key Staff Contacts

Key staff currently involved with the Junior Secondary Program at Lowood State High School include:

Executive Leadership

Principal	Mrs Stacey Beu	the.principal@lowoodshs.eq.edu.au
Deputy Principal (Junior Secondary)	Mr Tony Degnian	jdegn1@eq.edu.au
Deputy Principal (Empowerment)	Ms Sherree Soanes	ssoan2@eq.edu.au
Deputy Principal (Senior Secondary)	Mr Matt Peach	mpeac29@eq.edu.au

Deans of Students

Oxley	Ms Liz Ball	lball71@eq.edu.au
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Heads of Department

English	Ms Emma Hayes	ehaye40@eq.edu.au
Mathematics	Mr Gavin Lind	glind6@eq.edu.au
Science	Mr Simon Bundy	sbund2@eq.edu.au
Humanities	Mrs Jane O’Dea	jodea9@eq.edu.au
Health and Physical Education	Mr Andy Williams	awill4529@eq.edu.au
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Junior Schooling	Ms Katrina Day	kday47@eq.edu.au
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Student Support

Guidance Officers	Ms Belinda McCrory Ms Renee Kenning Ms Bettina Fullagar Ms Jashuben Vekariya	bmccr27@eq.edu.au rkenn90@eq.edu.au bfull78@eq.edu.au jveka1@eq.edu.au
Youth Support Co-ordinator	Ms Karen Kitching	kkitc6@eq.edu.au
Community Education Counsellor	<i>currently vacant</i>	
Chaplain	<i>currently vacant</i>	
School-based Youth Health Nurse	Ms Katrinka Tonkes	

Please note: Staffing changes may occur, please refer to our school website for the most current staff details



Introduction

Structure of the school day

Lowood State High School operates four 70 minutes lessons each day, with a 10 minute Home Group meeting at the start of each school day.

Each of the core subjects are timetabled for three 70 minutes lessons each week. Elective subjects are timetabled for two 70 minutes each week, for one term in Year 7, for one semester in Years 8 and for the full year in Years 9 & 10. Refer to the Overview of Curriculum Progression for further detail.

Learning Areas

There are eight Learning Areas that form the structure of our Junior Secondary Curriculum at Lowood State High School. These Learning Areas are based on the Australian Curriculum produced by ACARA (the Australian Curriculum, Assessment and Reporting Authority).

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- The Arts
- Technologies

Selecting Subjects

Students' time in Junior Secondary allows them the opportunity to 'try out' some subjects to see if they enjoy them and if further study of these subjects is a possibility or desirable in future years.

The options in *The Arts* and *Technologies* allow for students to experience a broader range of disciplines before making informed decisions on courses for study in the Senior School.

Every effort will be made to ensure that student preferences are accommodated, subject to student/class numbers and timetabling constraints.



Junior Curriculum at Lowood State High School

	English	Mathematics	Science	Humanities	HPE	The Arts	Technologies	School-based Programs
Year 7	CORE	CORE	CORE	<p>CORE</p> <p>Students also study one term of</p> <ul style="list-style-type: none"> Economics and Business 	CORE	<p>Students experience one term each of:</p> <ul style="list-style-type: none"> Visual Art Dance/Drama Music 	<p>Students experience one term each of:</p> <ul style="list-style-type: none"> Materials and Technologies Specialisations Food Specialisations Digital Technologies 	<p>Students experience:</p> <ul style="list-style-type: none"> Well-being lesson (weekly) Future Work Skills (weekly) Rock and Water Program (one term)
Year 8	CORE	CORE	CORE	<p>CORE</p> <p>Students may select as an elective</p> <ul style="list-style-type: none"> Economics and Business 	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p>Students choose four elective subjects in Year 8. Two to be studied each semester.</p> <ul style="list-style-type: none"> Visual Art Dance Drama Music 	<ul style="list-style-type: none"> Materials and Technologies Specialisations Design and Technologies Food Specialisations Digital Technologies 	<p>Students experience:</p> <ul style="list-style-type: none"> Well-being lesson (weekly) Future Work Skills (weekly)
Year 9	CORE	CORE	CORE	<p>CORE – Students can select to study either History, Geography or Citizenship</p> <p>Students may select as an elective</p> <ul style="list-style-type: none"> Economics and Business 	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p>Students choose two elective subjects to study in more depth for the year.</p> <ul style="list-style-type: none"> Visual Art Dance Drama Music 	<ul style="list-style-type: none"> Materials and Technologies Specialisations Design and Technologies Food Specialisations Digital Technologies 	<p>Students experience:</p> <ul style="list-style-type: none"> Well-being lesson (weekly)

Overview of Curriculum Progression

Learning Area	Subject	Year 7	Year 8	Year 9
English	English	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Mathematics	Mathematics	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Science	Science	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Humanities	Humanities	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	
	History			2 Semesters 3 lessons @70 min
	Geography			2 Semesters 3 lessons @70 min
	Citizenship			2 Semesters 3 lessons @70 min
	Economics and Business	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Health and Physical Education	HPE	2 Semesters 2 lessons @70 min	2 Semesters 2 lessons @70 min	2 Semesters 3 lessons @70 min
	Football Academy		2 Semesters 2 lessons @70 min	2 Semesters 2 lessons @70 min
The Arts	Visual Art	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Dance	1 Term 1 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Drama	1 Term 1 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Music	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Technologies	Materials and Technologies Specialisations	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Design and Technologies		1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Food Specialisations	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Digital Technologies	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
School-based Programs	Rock and Water	1 Term 2 lessons @70 min		
	Well-being	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min
	Future Work Skills	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min	

**Elective offerings are indicated in red and blue

English

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Year 9	Term 1	Term 2	Term 3	Term 4
	Unit 1 Australian Media	Unit 2 Australian Representations	Unit 3 A Hero's Journey (novel)	Unit 4 A Hero's Journey (film)
	Students listen to, read and view media texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective.	<p>Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity.</p> <p>Students create and deliver a persuasive multimodal presentation to support or challenge the perspectives conveyed of Australia's peoples, histories and cultures, evaluating how text structures and language features are created to appeal and create an Australian Identity.</p>	<p>Students read a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects.</p> <p>They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.</p>	<p>Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal in texts.</p> <p>Students analyse and evaluate how text structures and language features of a film are designed to engage an audience and to evoke an emotional response to significant human experiences. Students respond creatively to the film and write an imaginative short story.</p>

Mathematics

MATHEMATICS

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At Year 9:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

At Year 10:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

	Term 1	Term 2	Term 3	Term 4
	Unit 1	Unit 2	Unit 3	Unit 4
	<p>In this unit of work, students will cover the following topics and concepts:</p> <p>Using units of measurement</p> <ul style="list-style-type: none"> • Calculate areas of composite shapes • Calculate the surface area and volume of cylinders and solve related problems • Solve problems involving the surface area and volume of right prisms <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. • Solve problems using ratio and scale factors in similar figures. 	<p>In this unit of work, students will cover the following topics and concepts:</p> <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources • Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'. • Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread. <p>Chance</p> <ul style="list-style-type: none"> • List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events. • Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. • Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians. 	<p>In this unit of work, students will cover the following topics and concepts:</p> <p>Real numbers</p> <ul style="list-style-type: none"> • Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems. • Apply index laws to numerical expressions with integer indices. • Express numbers in scientific notation. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Extend and apply the index laws to variables, using positive integer indices and the zero index. • Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. <p>Linear and non-linear relationships</p> <ul style="list-style-type: none"> • Find the distance between two points located on the Cartesian plane using a range of strategies, including software. • Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software. • Sketch linear graphs using the coordinates of two points and solve linear equations. • Graph simple non-linear relations and solve simple related equations. 	<p>In this unit of work, students will cover the following topics and concepts:</p> <p>Pythagoras and trigonometry</p> <ul style="list-style-type: none"> • Investigate Pythagoras' Theorem and its application to solving simple problems involving right-angled triangles. • Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. • Apply trigonometry to solve right-angled triangle problems. <p>Using units of measurement</p> <ul style="list-style-type: none"> • Investigate very small and very large time scales and intervals <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Solve problems involving simple interest

Science

SCIENCE

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

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.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Year 9	Term 1	Term 2	Term 3	Term 4
	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Students use the wave and particle model to explain the transfer of energy (with a focus on heat) through different mediums. They design fair tests and conduct a scientific investigation into the thermal insulation properties of various common materials.</p>	<p>Students explore how different biological systems, such as the human body and ecosystems, maintain a constant internal environment despite changes to the external environment. Students consider how energy flows through ecosystems by using food webs and chains.</p> <p>Assessment includes folio work and an exam on biological systems.</p>	<p>Students gain an understanding of atomic structure as a system of protons, electrons and neutrons. They explore how this can change through nuclear decay. They are introduced to the concept of conservation of matter. They investigate the role of exothermic reactions in MRIs and demonstrate their findings in a scientific report.</p>	<p>Students are introduced to the theory of continental drift and understand that many geological events and features can be explained in terms of tectonic processes. They consider evidence for the theory.</p> <p>Assessment includes folio work and an exam on tectonic processes.</p>

Humanities

HISTORY

The Year 9 History curriculum focusses on Australian history over the last century. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The curriculum begins with European arrival in Australia, investigates Australia's role in World War I and World War II and culminates in a study of Australia in a modern global context of the pursuit of human rights and freedoms in an often-troubled world.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources.

GEOGRAPHY

There are four units of study in the Year 9 curriculum for Geography: 'Wild Weather', 'Biomes and food security', 'Wellbeing' and 'Environmental Management – Coastal Management'.

'Wild Weather' investigates the impact of weather patterns and natural disasters on the world. It looks at how humans interact with and respond to changes in weather patterns and how we can plan for and recover from natural disasters.

'Biomes and food security' examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

'Environmental change and management' focusses on investigating environmental geography through an in-depth study of a specific environment. This unit may include a field trip to investigate coastal management practices.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

CITIZENSHIP

There are four units of study in the Year 9 curriculum for Civics and Citizenship:

- Australian Identity: What factors contribute to a strong, united society?
- Citizens' Rights and laws: How are laws made and applied in Australia?
- Australian Government: What are the features of our democracy?
- Australia's place in the world: How does Australia relate to the other countries in the world?

Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.

Year 9 HISTORY	Term 1	Term 2	Term 3	Term 4
	Unit 1: Making a Nation Students investigate the beginnings of Australia as a nation. They investigate such questions as: <ul style="list-style-type: none"> • How did contact with Europeans affect Australia's indigenous people? • What experiences of the convicts and early settlers shaped the way our society developed? • Has the way we treat people [indigenous, women, children, minorities] changed in the last 200 years? 	Unit 2: World War 1 Students investigate the actions and legacy of Australia in World War I at Gallipoli, the Western Front, other theatres of war and the home front. They investigate such questions as: <ul style="list-style-type: none"> • Why did men enlist to fight in the war? • How did World War I impact Australia? • What is the significance of the 'Anzac' legend? 	Unit 3: World War 2 Students investigate the cause, course and effects of World War 2. They explore one aspect in depth, either the Holocaust, Hiroshima and the atom bomb, or the Kokoda track. Students investigate such questions as: <ul style="list-style-type: none"> • What caused Hitler to rise to power? • What were the experiences of Australians at home and abroad during the war? • How did these significant moments of World War 2 affect ordinary people? 	Unit 4: Human Rights Students explore the changing values of the world after World War 2. They investigate the Declaration of Human Rights and discuss how this document has affected us all. They investigate such questions as: <ul style="list-style-type: none"> • What are human rights and are some more important than others? • Where and how are human rights being abused in the world today? • How can we protect our rights and the rights of others?

Year 9 GEOGRAPHY	Term 1	Term 2	Term 3	Term 4
	Unit 1: Wild Weather Students will revise and further develop geographical skills. They will examine global patterns associated with weather and how people interact with weather. <ul style="list-style-type: none"> • Have weather patterns changed? • How can we cope with extreme weather events? • Can humans influence the weather? 	Unit 2: Biomes Students will examine the biomes of the world and their role in food security and fibre production. Students will investigate such questions as: <ul style="list-style-type: none"> • How will we feed the world's people? • Are there more sustainable ways to grow fibre for textiles? • Who has the right to food security? 	Unit 3: Wellbeing Students will investigate the local, national and global differences in human well-being. They will ask questions such as: <ul style="list-style-type: none"> • How do we measure poverty? • What does happiness mean? • What human factors affect well-being? • How can we improve the well-being of developing countries and disadvantaged groups? 	Unit 4: Environmental Management Students explore the major challenges to sustainability and current environmental world views. They compare case studies of environmental change in Australia and another country. They investigate questions such as: <ul style="list-style-type: none"> • How do we manage coastal change? • How do we collect relevant field data? • Can we reduce the impacts of climate change?

Year 9 CITIZENSHIP	Term 1	Term 2	Term 3	Term 4
	Unit 1: Australian Identity Students examine what it means to be Australian by identifying the reasons for and influences that shape national identity. <ul style="list-style-type: none"> • What different perspectives are there about national identity? • How is Australia a diverse society and what factors contribute to a cohesive society? 	Unit 2: How our democracy works. Students examine the key features of Australia's system of government and explores how this system aims to protect all Australians. <ul style="list-style-type: none"> • What are the freedoms and responsibilities of citizens in Australia's democracy? • How can citizens participate in Australia's democracy? • What influences shape the operation of Australia's political system? 	Unit 3: Laws and Citizens Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. <ul style="list-style-type: none"> • How does Australia's court system work in support of a democratic and just society? • How are laws made and applied in Australia? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? 	Unit 4: Australia's place in the world Students investigate how Australia relates to its neighbours in the Asia Pacific region and its traditional allies in the UK and the USA. <ul style="list-style-type: none"> • How do citizens participate in an interconnected world? • Who are our neighbours and who are our allies?

Health and Physical Education

HEALTH AND PHYSICAL EDUCATION

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Year 9	Term 1		Term 2		Term 3		Term 4	
	Unit 1 Respectful Relationships		Unit 2 Sustainable Health Challenge		Unit 3 My Social Responsibility		Unit 4 Active Aussies	
	<p>This unit has sexually sensitive content. In this unit students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.</p>		<p>In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.</p>		<p>In this unit In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision making process to be able to make smart choices in regards to alcohol and other drug use.</p>		<p>In this unit, students examine the role that physical activity, outdoor recreation and sport has played in defining the Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.</p>	
	Unit 1a Space invaders 1 (Soccer, Touch, Hockey, Netball or Aussie Rules)	Unit 1b Space invaders 2 (Soccer, Touch, Hockey, Netball or Aussie Rules)	Unit 2 Athletics		Unit 3a 'Strike out' Softball	Unit 3b 'Strike out' (Tennis, Cricket or Vigoro)	Unit 4a 'Navigator' Orienteering	Unit 4b 'Moving more matters' Fitness
	<p>In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.</p>	<p>In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.</p>	<p>In this unit students will evaluate their own and/ or others' performance of movement skills used in a striking and fielding games. They will make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They will use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit.</p>		<p>In this unit students will evaluate their own and/ or others' performance of movement skills used in softball games. They will make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They will use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit.</p>	<p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in a game that fits the striking/fielding category. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video the skills is encouraged in this unit.</p>	<p>In this unit, students will work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They will apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.</p>	<p>In this unit, students explore Australia's Physical Activity and Sedentary Behaviour Guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort / intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community.</p>

The Arts – Visual Art

VISUAL ARTS

In Years 9 and 10 Visual Arts, students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts
- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Semester 1

Unit 1
Pop Art

In this unit, students learn about and analyse Pop Art and the history of Pop Art and apply this in their own ceramic and print making work.

Students will know will ...

- Identify the work of Claes Oldenberg and be able to identify several artworks which he created.
- Articulate the intention of the Pop artists and how the work was displayed.
- Analyse the work of Claes Oldenberg to determine the use of the elements in the art work and the intention of the work itself with a focus on representations and display
- Manipulate and refine clay techniques to create realistic food items
- Manipulate and refine etching techniques to create a pop art print based on your food item
- Research (gather inspiration), develop (draw independent designs), resolve (use media to realise individual design)
- Write paragraphs of reflection after making own art works, which articulates their making and presenting successes and refers to the elements of art and Pop art as a movement, including the work of Claes Oldenberg as an inspiration

Semester 2

Unit 2
Dada: Photography and Mixed Media

In this unit, students learn about and analyse Photographic images in the style of Dadaism using Still Life and apply this in their own Photographic work.

Students will ...

- Identify the work of Hannah Höch and be able to identify several artworks which she created.
- Articulate the intention of mixed media artists and what is used in their works.
- Analyse the work of Dadaist Hannah Höch to determine the use of the elements in the art work and the intention of the work itself with a focus on representations and media
- Manipulate and refine portrait photography techniques to form the basis of your own artwork
- Manipulate and refine 2D mixed media techniques to apply to your photographic work
- Research (gather inspiration), develop (draw independent designs), resolve (use media to realise individual design)
- Write paragraphs of reflection after making own art works, which articulates their making and presenting successes and refers to the elements of art, Dadaism and mixed media techniques, including the work of Hannah Höch as an inspiration

Unit 3
Indigenous Art: Totem Painting

In this unit, students learn and analyse Aboriginal Totem Paintings and apply this in their own Totem Painting work.

Students will ...

- Understand the significance of Aboriginal Art and totem animals in Indigenous culture.
- Represent the self as an animal in a painting, including background which illustrates own sense of heritage.
- Write a paragraph of intention before creating artworks to explain the intention of their design referring to the elements of art
- Develop Painting skills to resolve own artworks
- Write paragraphs of reflection after making own art works, which articulates their making and presenting successes and refers to the elements of art.
- Write an analysis of the artwork of a given Indigenous artist

The Arts - Dance

DANCE

In Years 9 and 10 Dance, students:

- build on their awareness of the body and how it is used in particular dance styles
- extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions
- extend the combinations of fundamental movement skills to include dance style-specific movement skills
- extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection
- draw on dances from a range of cultures, times and locations as they experience dance
- explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- learn about sustainability through the arts and sustainability of practices in the arts
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- understand that safe dance practices underlie all experiences in the study of dance
- perform within their own body capabilities and work safely in groups.

Year 9	Semester 1
	Unit 1 Musical Theatre Dance
	<p>In this unit students will:</p> <ul style="list-style-type: none"> • Explore musical theatre dance with a particular focus on the jazz style. • Learn a variety of musical theatre dance excerpts and extend their technical skills in the jazz style. • Increase their confidence in skills of performance and technique relevant to the style such as accuracy, alignment, clarity of movement and expressive skills • Explore the use of the elements of dance and choreographic devices to communicate meaning in dances that students watch, choreograph and perform • Choreograph movement sequences or short dance routines relevant for a musical theatre piece. • Reflect, analyse, identify, evaluate and interpret their own and others' performances.

Semester 1 and 2	
Unit 2 Hip Hop Dance	Unit 3 Ballet and Contemporary Dance
<p>In this unit students will ...</p> <ul style="list-style-type: none"> • Explore the style of hip hop dance. • Learn about the history of old school and new school hip hop dance styles. • Increase their knowledge of these styles by learning numerous pieces and steps. • Continue to increase their technical ability within the hip hop style. • Perform a hip hop routine choreographed by their teacher. • Reflect, analyse, identify, evaluate and interpret the use of the elements of dance and choreographic devices in their own and others' performances. 	<p>In this unit students will ...</p> <ul style="list-style-type: none"> • Explore the dance styles of ballet and contemporary. • Focus on extending their technical ability focussing on alignment, turn out, flexibility and expressive skills. • Be assessed on a ballet exam and contemporary dance performance. • Explore the use of the elements of dance and choreographic devices to communicate meaning in dances that students watch, choreograph and perform • Choreograph a contemporary dance piece that conveys meaning. • Reflect, analyse, identify, evaluate and interpret their own and others' performances with a focus on how meaning is created.

The Arts - Drama

DRAMA

In Years 9 and 10 Drama, students:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- maintain safety in drama and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Semester 1

Unit 1 and 2

Musical Battlefield and Commedia Dell'arte

Year 9

In this unit, students make drama by exploring of drama through a range of different performance styles such as Musical Theatre and Commedia Dell'arte. Students will be learning how to ...

- How to analyse the elements of drama, forms and performance styles of Musical theatre and Commedia Dell'arte
- How to evaluate meaning and aesthetic effect in drama
- How to develop and sustain different roles and characters for given circumstances and intentions.
- How to collaborate with others to plan, direct, produce, rehearse and refine performances.
- How to read and write a script
- How to manipulate and develop singing, dancing and acting to create meaning
- How to identify and apply the elements of drama and acting techniques in order to create meaning

Semester 2

Unit 3

Collage Drama

Year 9

In this unit, students make and explore a range of different performance styles such as Collage Drama. Students will be learning how to ...

- How to analyse the elements of drama, forms and performance styles of Collage Drama
- How to evaluate meaning and aesthetic effect own and other's work
- How to develop and sustain different roles and characters for given circumstances and intentions.
- How to develop and devise scenes using the stock characters and elements of drama and acting techniques to create meaning.
- How to use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- How to collaborate with others to plan, direct, produce, rehearse and refine performances

The Arts - Music

MUSIC

In Year 9 and 10 Music, students:

- continue to develop their aural skills as they build on their understanding and use of the elements of music
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend technical and expressive skills in performance from the previous band
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Year 9	Semester 1	
	Unit 1 Political Music	
Students will ...		
<ul style="list-style-type: none"> ▪ continue to develop their aural skills as they build on their understanding and use of the elements of music ▪ extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms ▪ extend their use of and identification of timbre to discriminate between different instruments and different voice types ▪ draw on music from a range of cultures, times and locations as they experience music ▪ reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music ▪ explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music ▪ evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform ▪ maintain safety, correct posture and technique in using instruments and technologies ▪ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music. 		

Year 9	Semester 2	
	Unit 2 Chance Music	Unit 3 Feelin' Blue
Students will ...	Students will ...	
<ul style="list-style-type: none"> ▪ continue to develop their aural skills as they build on their understanding and use of the elements of music ▪ extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms ▪ extend their use of and identification of timbre to discriminate between different instruments and different voice types ▪ draw on music from a range of cultures, times and locations as they experience music ▪ reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music ▪ explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music ▪ evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform ▪ maintain safety, correct posture and technique in using instruments and technologies ▪ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music. 	<ul style="list-style-type: none"> ▪ continue to develop their aural skills as they build on their understanding and use of the elements of music ▪ extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms ▪ extend their use of and identification of timbre to discriminate between different instruments and different voice types ▪ draw on music from a range of cultures, times and locations as they experience music ▪ reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music ▪ explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music ▪ evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform ▪ maintain safety, correct posture and technique in using instruments and technologies ▪ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music. 	

Design and Technologies

DESIGN AND TECHNOLOGIES

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Digital Technology

DIGITAL TECHNOLOGY

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.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Materials and Technologies Specialisation - Manual Arts (TMT)

Year 9

Semester 1		Semester 2
Unit 1 Carry All	Unit 2 CO ₂ Dragster	Unit 3 Moneybox
<p>In this unit, students create a sheet metal Carry All to given specifications. Design and make a tray/insert for the Carry All.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • How to create products to a standard and specification. • The names of tools and machinery used in the production of projects and design outcomes. • How to use tools correctly and safely to manipulate materials. • How to work sustainably to minimise environmental impacts.. • Use language conventions to write empirical procedures. 	<p>In this unit, students design and construct their own CO₂ Dragster Car to satisfy predetermined specifications. The students will then race these cars at the end of the unit.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • How to use the design process to produce a product that satisfies identified needs. • The names and purposes of tools and machinery used in the production of projects and design outcomes. • How to select and use tools correctly and safely to manipulate materials. • How to work sustainably to minimise environmental impacts. • Investigate physical variables impacting the performance of their designed solution. • How to identify criteria for evaluation of success. • Use language conventions to write empirical procedures. • Evaluate the effectiveness of the product and reflect on the processes and procedure, including problems that may/have occurred and make suggestions for improvement. • Collaboration, cooperation, and communication to work safely in a shared environment 	<p>In this unit students look at product and material sustainability and how this affects the design and use of a product. They then look at how this affects the design and use of materials within industry and apply this knowledge to their Moneybox design. Students then design and construct their own moneybox / utility box to predetermined parameters. The students design the internals of a box design for their own purposes.</p> <p>Students are given set parameters to design a money / utility box to suit their needs.</p> <p>Students will know...</p> <ul style="list-style-type: none"> • How to use the design process to produce a product that satisfies identified needs. • The names and purposes of tools and machinery used in the production of projects and design outcomes. • How to select and use tools correctly and safely to manipulate materials. • How to work sustainably to minimise environmental impacts. • Investigate physical variables impacting the performance of their designed solution. • How to identify criteria for evaluation of success. • Identify and explain the issues that have impacted on the development of their design and product. • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved. • How to use the design process to produce a product that satisfies identified needs. • The names and purposes of tools and machinery used in the production of projects and design outcomes. • How to select and use tools correctly and safely to manipulate materials. • How to work sustainably to minimise environmental impacts. • Investigate physical variables impacting the performance of their designed solution. • How to identify criteria for evaluation of success. • Use language conventions to write empirical procedures. • Evaluate the effectiveness of the product and reflect on the processes and procedure, including problems that may/have occurred and make suggestions for improvement. • Collaboration, cooperation, and communication to work safely in a shared environment

Design and Technologies – Graphics (DAT)

Year 9	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
	<p>In this unit, students are introduced to pictorial and orthographic projections. They complete a set series of drawings that focus on drawing standards (AS1100) and processes and procedures relating to using Computer Aided Drafting software to prepare drawings.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Use CADD systems to communicate technical information. • Create products to a standard and specification. • Apply quality control methods to maintain drawing standards 	<p>In this unit, students explore the design process by creating a USB case. Students prepare a folio of work that documents the design process as it applies to their chosen design. Students extend their knowledge of graphic drawing standards. This Unit allows students to use ICT's in creating and developing their key tag through critical and creating thinking.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Use CADD systems to communicate ideas. • Apply key elements of the design process and how to apply these to a design challenge. • Create products to a standard and specification. • Understand importance of drawing an idea to pitch it to someone. • Use project management processes to coordinate production of designed solutions. 	<p>In this unit, student develop their knowledge and skills in producing pictorial and orthographic projections.</p> <p>In this unit students produce a set of drawings that focus on Australian drawing standards (AS1100) within the context of the Furnishing Industry.</p> <p>Computer aided drafting software is used to prepare drawings.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Use CADD systems to communicate technical information. • Create products to a standard and specification within a context. • Apply quality control methods to maintain drawing standards. • Develop knowledge and skills relating to pictorial and orthographic projection. 	<p>In this unit, students will be introduced to technical drawing as it applies to the Architectural industry.</p> <p>Students will prepare a set of quality controlled drawings, drawn to Australian Standards based on a domestic dwelling.</p> <p>Computer Aided Drafting software specific to an Architectural context is used to prepare drawings.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Use CADD systems to communicate technical information. • Create products to a standard and specification within a context. • Apply quality control methods to maintain drawing standards. • Develop knowledge and skills relating to Architectural drawing and the drawing types related to that context.

Food Specialisations - Home Economics (TFD)

Year 9	Term 1	Term 2
	Unit 1 Cultural Cuisine	Unit 2 Rags to Bags
	<p>Students increase knowledge about food and how it differs across cultures including, street food, cooking techniques and equipment.</p> <p>Students use the knowledge they have gained from the previous term to create a stir-fry that is inspired by the cuisine of another country trialling their options before making a decision.</p>	<p>Students will focus on developing skills in textile design and production. They will learn to sew by hand and machine, and develop embellishment skills Students will develop understanding of Fast Fashion and how to recycle unwanted clothing items into repurposed and functional textile items.</p>

Economics and Business – Business Studies (ECB)

Year 9	Term 1		Term 2	
	Unit 1		Unit 2	
	Consumer Choice		Personal Finance	
	<ul style="list-style-type: none"> • Decisions that affect the quality of our lives as consumers • The key factors affecting consumer decisions • Consumer protection • Features of a simple contract • Consumers legal rights and protective legislation for consumers • Organisations that provide assistance for consumers • Methods of payment for goods and services • Methods of keeping records • Changes in the consumption of goods and services over time • The impact of technology on the consumption of goods and services 		<ul style="list-style-type: none"> • Different types of income • Spending patterns and factors that influence the need for saving • Reasons for investing and different investment options • Different sources of financial advice • Laws that monitor the financial services industry • How to manage your finances • Consequences of poor financial management 	

Digital Technologies – STEAM (DIG)

Year 9	Term 1		Term 2		Term 3		Term, 4	
	Unit 1		Unit 2		Unit 3		Unit 4	
	Coding with Python		Game Design with G-Develop		Lego Robotics		Impress Me	
	<p>In this unit, students will learn a coding language called Python to:</p> <ul style="list-style-type: none"> • Learn the basic structure of coding involving input, output, variables, conditional decisions and iterations. • Design and implement modular programs, using algorithms • Test and predict results of their programs that implement a digital solution. 		<p>In this unit, students work as a team using a Game-based Integrated Development Environment (IDE) called G-Develop to:</p> <ul style="list-style-type: none"> • Plan and manage a digital project to produce their own Game App using an iterative approach. • Define and decompose the complex problem of producing a game ready to be released to the public, in terms of functional and non-functional requirements. • Test, seek feedback modify and evaluate their game’s design to make it appeal to a market. 		<p>In this unit, students will work in pairs using the Lego EV3 Robotics Kits to:</p> <ul style="list-style-type: none"> • Plan and manage their digital project to be successful in a class competition pitting team against team. • Define and decompose the complex problem of producing a robot and coding it to win the class competition. • Modify their robot and its program between rounds to increase their chances of winning, hence applying feedback from their competition results to improve their design. 		<p>In this unit, students will negotiate a project to complete with their teacher to demonstrate their skills in:</p> <ul style="list-style-type: none"> • Apply the principals of Design Thinking • Plan and manage a digital project that solves the identified issue of the project. • Test and Modify their digital solution. • Design a marketing campaign to highlight how their digital solution will be of benefit to the identified target group for their project. 	

Note: It is highly recommended that students choosing STEAM as an elective in Year 9 received a grade of ‘C’ or better in Year 8 English, mathematics, science and STEAM.

Signature Programs

Football Academy

FOOTBALL ACADEMY

Our vision is for Lowood State High School to be recognised in the Metropolitan Region as a leader in developing skillful and intelligent football players.

The football academy offers students a unique opportunity to access a football pathway at school. The selected students undertake Football Studies as a timetabled subject with two practical lessons per week. The program is designed to develop the student's football skills as well as monitor and track their academic success. The students take part in a variety of competitions that give them access to district, regional and state selection in Futsal and Football. The class is set up to focus on skill acquisition, match awareness and fitness to produce holistic footballers.

As an academy we value:

- Discipline
- Effort
- Communication
- Respect
- Readiness
- Responsibility

Year 9	Term 1	Term 2	Term 3	Term 4
	Unit 1	Unit 2	Unit 3	Unit 4
	First Touch/Striking the ball/Running with the ball/ 1v1	Striking the ball/running with the ball/1v1/First Touch	1 Skill Acquisition Program (SAP) session/1 Game Training Session	1 SAP session/1 Game Training Session

School-based Programs

Well-Being

Lowood State High School recognises that a student's Emotional Literacy is integral to their success at school. Having Positive Coping mechanisms links to better engagement with learning, and builds confidence and resilience in a young person.

The WEL Lessons explicitly highlight areas of a person's well-being, allowing guided discussion, group work, reflection and role plays while teaching and strengthening a student's coping strategies.

The lesson comprises of 4 sections:

- Mindfulness – which is explicitly taught and practiced, encouraging students to use this strategy in other areas of their life.
- Positive Behaviour for Learning – the Rule of the Week, in alignment with our RISE values, is explicitly taught and discussed, with supporting activities, examples and role plays.
- Brain Break – an evidence based practice for students to “take a brain break” from their learning, this increases engagement and reduces fatigue.
- Well-Being – a targeted and logical series of lessons to highlight age-appropriate matters for the students around the areas of Emotions, Engagement, Relationships, Meaning, Accomplishment and Health. Students are provided with guided learning, discussions and strategies for success in these areas of their life.

The Well-being Curriculum at Lowood State High School is based on the PERMAH philosophies, which stem from the work of Positive Psychology (Martin Seligman), which promotes the idea that a person can be proactive in their Well-being by building their personal capacity in each of the six pillars:

P	Positive Emotion Encourages individuals to “anticipate, initiate, prolong and build positive emotional experiences” and accept and develop healthy responses to negative emotions (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• Enjoyment• Fun and laughter• Finding satisfaction in activities• Seeing the lighter side of life• Holding hope• Humour
E	Positive Engagement Involves living a life high in interest, curiosity and absorption and pursuing goals with determination and vitality (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• Finding “flow” in your tasks• Losing a sense of time and consciousness at the height of the engagement• Being in the moment• Happens when skill level versus challenge is optimal• Curiosity, passion• Creativity, interests
R	Positive Relationships Consists of “developing social and emotional skills to enable the development of nourishing relationships with self and others” (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• Human connections• Building and maintaining relationships• Kindness• Feedback and mentoring• Sharing experiences• Giving and receiving help• Love and caring
M	Positive Meaning Is about developing an understanding of the benefits of serving a cause greater than ourselves and engaging in related activities (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• Purpose - a meaningful life• Defining your ‘why’• Maintaining your focus• What do you love and what does the world need?
A	Positive Accomplishment Involves striving for and achieving meaningful outcomes (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• Doing well• Setting goals and achieving them• Celebrating successes• Finding pleasure in your tasks’ completions• Savouring• Often retrospective
H	Health Refers to establishing habits that support positive physical and psychological health (Norris, Robinson & Williams 2013) <ul style="list-style-type: none">• The science of health (Physical, Emotional, Social and Psychological)• Managing Stress• The positive effect on our bodies and brains from eating well and exercising• Getting sufficient sleep

RISE Values

Lowood State High School is committed to ensuring that all students have the opportunity to learn and develop in a safe and supportive environment. To enable this to occur Lowood State High School has implemented a set of values that, if followed, will allow students to RISE and achieve their full potential at school and into the future.

We encourage all parents and guardians of students at Lowood State High School to support the values that we hold so that we can work together to develop respectful, independent and hardworking young people



Lowood State High School

RISE Values

- **Respect** - Behave, and treat others in a way that is kind and fair.
- **Integrity** - Do the right thing, even when no one is watching.
- **Self-reliance** - Understand that you are responsible for your actions.
- **Engagement** - Complete all tasks to the best of your ability.



Lowood Lightning Levels

At Lowood State High School we have Lightning Levels which determine a student's ability to attend excursions, represent the school and attend reward days. These Lowood Lightning Levels are determined by analysing the data relating to: attendance, behaviour, uniform compliance and submission of assessment. A student's Lightning Level is updated twice a term.

How students can improve their Lightning Level	Levels of behaviour	Why students will be moved down Lightning Levels
<p>Behaviour: Application that is signed by teachers confirming appropriate effort and behaviour.</p> <p>Attendance: Maintaining high attendance rates: Level 3 – 95% and above Level 2 – 90% and above Level 1 – 85% and above Level 0 – below 85% (Consideration will be given for extenuating circumstances and medical certificates)</p> <p>Uniform: Complying with uniform standards and procedures consistently.</p> <p>Assessment: Following the assessment policy by submitting assessment on time or following correct processes if special consideration is given.</p>	<p>Level 3 Student to be acknowledged for Level 3 status. Students will be given priority to attend other reward days and events.</p>	<p>Behaviour: Suspension – students must wait 10 weeks before reapplying to be moved back up levels. Behaviour incidents – students with consistent behaviour incidents will move down levels. Student will be advised of the waiting period before reapplying to move up levels.</p> <p>Attendance: If attendance rates moves below the level required. For example, if attendance is below 85%, student will be moved to Level 0.</p> <p>Uniforms: Non-compliance with uniform policy (3 or more infringements will impact upon their level).</p> <p>Assessment: Non-submission or late submission of assessment which does not comply with the Assessment Policy.</p>
	<p>Level 2 Can apply for leadership positions. Invited to end of semester reward trips.</p>	
	<p>Level 1 Can represent the school for sport and other extra-curricular activities. Can be invited to extra-curricular activities.</p>	
	<p>Level 0 Ineligible to represent the school in any capacity.</p>	

Students apply in writing using the Lowood Lightning Levels Application Form. This Form is available at the Deans Office and can be returned to the relevant Dean once completed. Students will be notified of their current level.

