MAROOCHYDORE STATE HIGH SCHOOL

Our Vision:

We strive to achieve excellent outcomes for all students through:-

- an innovative, relevant and engaging curriculum;
- a positive environment of respectful relationships;
- effective communication;
- consistent standards;
- successful, responsible behaviours.

Excellence in Education for All

Our Values:

- Safety
- Respect
- Learning

2010

MAROOCHYDORE STATE HIGH SCHOOL
MIDDLE SCHOOL CURRICULUM

INTRODUCTION

Maroochydore State High School provides high quality schooling and every student with the opportunity to be well prepared for life success through learning and education. We aim to lay the foundations that engage young people in life-long education and training and to enrich their lives. Our learning environment is based on strong traditional values, it features an innovative and dynamic curriculum, rich digital learning experiences and it is enhanced by excellent teaching and resources.

Student learning opportunities benefit because our approach looks to the future while at the same time, attending to the current needs of each student. Schooling at Maroochydore High seeks to develop each student's pride, passion for learning and performance.

Our curriculum philosophy recognizes a number of principles specific to the middle years of learning.

1. Teaching strategies, learning experiences and curriculum offerings need to reflect the developmental stages of young people. The needs of middle school students (Years 8 and 9) are very different to those of senior school students (Years 10, 11 and 12).
2. The middle school is based around a broad and general education, which seeks to build relationships, engage students and lay the foundations for success in the senior school.
3. While the middle school curriculum will have a distinct focus on literacy and numeracy it also incorporates and explores social, cultural, scientific, technological and aesthetic learning.

Boyd Jorgensen, Principal

FEATURES OF MIDDLE SCHOOLING AT MAROOCHYDORE STATE HIGH SCHOOL

The middle school at Maroochydore State High School is a two year program that accommodates for the developmental needs of young adolescents. (Students in the middle years of schooling are aged from 8 to 14 years.)

This period of adolescence is one of intense growth and change and the school endeavours to consider many developmental factors that affect students at school during Years 8 and 9.

The central focus in the two year program is on developing relationships - with each other and with teachers.

To cater for this, our teachers have developed a range of strategies that endeavour to enhance the nature of learning and student engagement. Our aim is for students to develop higher order thinking and deep knowledge.

Our teachers provide the leadership and direction to facilitate and develop learning opportunities.

In essence, the Middle School at Maroochydore State High School is about:-

Relationships – positive healthy relationships with their peers, students in other year levels and their teachers based on being able to work with others, communicating, negotiating and resolving conflicts.

Rigor – developing good academic skills, meeting good academic and behaviour standards and developing self-discipline skills.

Relevance - engaging in learning activities that have meaning beyond the classroom, that prepare students for success in the senior school and beyond and that develop the citizen role of young people as healthy, informed, creative, democratic eco-utilizers.

THE MIDDLE SCHOOL CURRICULUM

The basis for the middle school curriculum consists of key learning areas, which in recent years have been shaped and agreed to by all Australian States and Territories. In Queensland, this is shaped by the Queensland Curriculum, Assessment and Reporting Framework and is achieved through the Essential Learnings.

Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the *ways of working and knowledge and understanding* that students need for ongoing learning, social and personal competence, and participation in a democratic society.

As a school community, we have decided that the following Key Learning Areas are mandatory in the middle years of schooling (Years 8 and 9)

- English
- Mathematics
- Science
- Study of Society and Environment
- Health and Physical Education

In Year 8, all students also study subjects from the Key Learning Areas of:

- Technology
- The Arts
- Students in the excellence programs study a Language other than English (Japanese)

In Year 9, students continue to study the five mandatory Key Learning Areas and select four subjects from the remaining three Key Learning Areas (unless they are in one of the excellence programs).

LEARNING QUESTS

While we recognize the independence and integrity of each of the subjects from the eight Key Learning Areas, particularly in the Senior School, we also recognize that these subjects are interrelated and real world problems and issues don't neatly fit into any one subject area.

The middle school curriculum at Maroochydore State High School is carefully planned and organized around four Learning Quests. A Learning Quest is a way of organizing the curriculum around a real world issue or challenge that the students investigate during the course of a semester. This enables students to draw from all subject areas and helps them to make meaning across subject areas and see the relevance of their learning beyond the classroom.

Students pursue one Learning Quest per semester and each semester, they will demonstrate their learning in a Culminating Activity.

Learning Quests may change as the teachers from each faculty plan and evaluate the curriculum together. Currently, Learning Quests are organized around:

Semester 1 Year 8:	Innovation and Change.
Semester 2 Year 8:	Healthy, Wealthy and Wise
Semester 1 Year 9:	My World Today
Semester 2 Year 9:	Sustainability

MIDDLE SCHOOL EXCELLENCE AND DEVELOPMENT CLASSES

All students study the four Learning Quests, but in order to better meet students' different talents and interests, the Maroochydore State High Middle School offers four excellence classes. These are:

- Challenge Academic Excellence Class
- Music Excellence Class
- Sport Development Class
- Encore Creative Studies Class

These special programs are offered to students who have a genuine interest and capability in these courses offered in 2010. Individual Application packages are available from the school.

In general, students should apply if:

a) they are recommended by their Year 7 teacher and Principal
b) demonstrate exemplary behaviour
c) have parent support, and
d) have record of achievement in the field of endeavour of the class they are seeking to enter.

CALENDAR OF ENROLMENT PROCEDURES FOR 2010 YEAR 8 STUDENTS

SCHOOL VISITS

Maroochydore High Administration and Head of Year 8 visit primary schools in Term 2 and 3 in 2009.

INFORMATION EVENINGS

A parent Information Evening is held at Maroochydore State High School on 13 August 2009.

ORIENTATION ACTIVITIES

Student Orientation Day at Maroochydore State High School on Thursday, 3 December 2009 from 8:30am - 2:30pm in the School Hall. Tour of the school and organisation of students into their classes for 2010. Parents are welcome to attend this orientation of our school.

A parent group will run from 9:00am-11:00am. Meet in the Jubilee Hall.

ORIENTATION DANCE

An Orientation Night Disco is held for Years 7 and 8 students on Thursday, 3 December 2009 from 7:00pm to 9:00pm in Jubilee Hall, Maroochydore State High School. Entry is $5.00. [Entry via special ID tickets]

FIRST SCHOOL DAY

Wednesday, 27th January 2010 - 8:30am-2:30pm

- First day of school 2010
- 8:30am parade in school hall
- School finishes 2:30pm

MEET THE YEAR 8 TEACHERS

Welcome BBQ - starts at the School Canteen and later in form class rooms - on Wednesday, 3 March 2010 at 6:00pm - includes "Meet the Year 8 Teachers" at the form class rooms for discussion and information on Year 8 2010.

Afterwards, Year 8 students will enjoy a Bush Dance with the Year 9 and 12 leaders.

TEXTBOOKS AND RESOURCES

The school runs a Text & Resource Management Scheme (TRMS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries, etc., as listed on the "Subject Resource List").

The scheme purchases in bulk and has the buying power to significantly reduce the cost to parents of texts and learning resources compared to parents purchasing them privately. The TRMS is approved by the P&C Association each year.

Once TRMS has been paid, your child automatically receives an initial printing balance of $5.00

Students have access to five networked black and white laser printers and one networked colour printer. Once students have exhausted this money, they will need to contribute further funds to re-enable their printing account.

USER PAYS SUBJECT FEES

These are additional direct costs for consumables and these are outlined on the separate "Subject Resource List". They cover excursions, activities and materials that are course requirements. Additional excursions and activities may arise but these are elective rather than a course requirement.

In Year 8, there is one charge for each class. In Year 9, there will be separate changes dependent upon the subjects selected.

SPORT AND R.E.A.P. (REAL EVERYDAY ACTIVITIES PROGRAM)

The Middle School Sports Program involves students having the opportunity to participate in the annual interhouse swimming, cross country and athletics carnivals with the best performers selected in the school teams to compete at zone or regional carnivals.

Elite athletes are provided with a pathway for selection over a range of sports in Sunshine Coast and Queensland teams. Students are involved in a weekly sports program.

During Terms 2 and 4, students are encouraged to represent Maroochydore State High School in the Sunshine Coast Central Zone Interschool Sport Competition.

This provides the opportunity for students to compete against nine other schools and choose from a range of different sports each term for each year level.

Maroochydore State High School has a commitment to fill teams in all sports, as the competition has delivered an excellent sports experience for our students over many years. Students not selected in these teams choose from a range of REAP (Real Everyday Activities Program) options.

During Terms 1 and 3, students have one term focused on a variety of sports at school and one term to choose from a variety of REAP options. Therefore all students experience both sporting activities and REAP during the year. Permission to attend Sport/REAP is to be ticked on the enrolment form.

There is a fee to cover transport to sport or REAP for the year and an additional small fee for inter-school sport for registration and referee costs.

There is also separate payment of direct costs for any selected REAP activities (eg Ten Pin Bowling, Top Shots, Personal Safety). This may be up to $60.00. Lower cost activities are also offered.

INSTRUMENTAL MUSIC

The school offers instruction on the following instruments: percussion, woodwind, brass and strings. There are some additional fees attached to these classes. Lessons are held during school time. Students may sign up for these classes at the start of the school year. There are a limited number of school instruments available for loan.

For performances, black pants/long black skirts will be required.

Please contact the Music Department for more information.

Students must have long black dress pants.

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument. All students pay a fee which goes to photocopying/purchase of ensemble music and part of fee contributes to maintenance of school instruments. These fees do not cover any private tuition.

THE MIDDLE SCHOOL CURRICULUM

CHALLENGE ACADEMIC EXCELLENCE PROGRAM – *'Challenging Young Minds'*

Why choose the Challenge Program?
The Challenge Academic Excellence Program is designed to challenge like-minded students to develop life-long skills through a rich and academically rigorous curriculum. Encouraging student autonomy in a socially supportive environment, the program offers a holistic approach to education, producing socially aware students with strength of mind, strength of character and a sound value system.

*** This is a two-year program of study. It is expected that successful applicants will commit to this course for Year 8 and 9.**

Who should apply?
- Does your child have an enquiring mind?
- Is your child highly motivated?
- Does your child enjoy a challenging learning environment?
- Does your child enjoy activities that focus on intellectual local, national and global issues?

If you answered yes to any one of these questions, our Challenge Academic Excellence Program could be the answer to your child's future.

What do students in this class actually do?
Our Challenge Academic Excellence Program aims to provide greater depth in an academically rigorous curriculum.

Students are exposed to the following:
- Relevant, meaningful and rich curriculum delivered by specialist teachers who share a passion for their specific subject interests
- Integration of ICT/Multimedia throughout the program in well-equipped classrooms which allow easy access to both the school's Intranet and the Internet
- Accelerated learning
- Enrichment/Extension options
- Integrated Studies
- Leadership opportunities in the Middle School
- Competitions – Science, Mathematics, Computer, Geography, SOSE
- Optiminds
- Debating
- Community Service projects and activities
- Goal-setting and career planning

What are the future pathways for students in this program?

Students at Maroochydore SHS have the opportunity to further their pursuit of academic excellence in the following programs:

- Maroochydore SHS Young Scientists' Program
- Extension Mathematics class
- Extension English class
- Extension Social Science class
- Headstart University Programs

This is then followed by the opportunity to enrol in any of the following Queensland Studies Authority (QSA) subjects at a Senior School level:

- Physics
- Chemistry
- Biology
- Mathematics B
- Mathematics C
- English
- Modern History
- Ancient History
- Legal Studies

ENCORE CREATIVE STUDIES PROGRAM – *'Challenging our Creative Generation'*

Why choose the Creative Industries?
The notion of creativity is not just confined to the arts. It is a common element found in many workplaces. Employers want work-ready individuals capable of generating fresh ideas, communicating effectively, adapting easily to change, and working both individually and cooperatively. The Creative Industries program challenges students in all of these areas, through an innovative curriculum taught by dedicated staff. So the question is… Why *not* choose the Creative Industries?

- **This is a two-year course and successful applicants are expected to commit to studying in the area of Creative Studies for Years 8 and 9.**

Who should apply?
- Students who demonstrate skill or passion in any of the following creative fields: Drama, Performance, Film, Visual/Graphic Art.
- Students must be highly creative and motivated to pursue further study in the Creative Industries.

What do students in this class actually do?

The curriculum aims to develop students' individual creativity and expression through a range of learning experiences, leading to further pathways in the Creative Industries.

Students are exposed to the following areas of study, with the opportunity to further pursue their specific area of interest later in the course:

Drama and Performance (Major)

- Core and extended skill development in Drama and Performance, including study of elements of Drama and skills of Performance. Specific areas studied may include acting, voice, movement (with the opportunity to be involved in dance), and theatre etc.

New Media/Visual Art (Minor)

- Core and extended skill development in New Media and Visual Art, including the use of stage production equipment, digital cameras and graphic design computer software to complement studies in performance. Specific areas studied may include sound and lighting, marketing material (i.e. performance posters, exhibition brochures etc), set and stage design etc.

Other opportunities

- Participation in all facets of public exhibition/performance: planning, creation and appraisal of artwork and performance, curation of art exhibitions etc.
- Realising pathways between the curriculum and associated practitioner roles, with practical experience in areas such as sound and lighting, exhibition coordination etc.
- Developing industry links through work with industry professionals, with an increased awareness of a diverse number of possible career paths in Creative Industries.

What are the future pathways for students in this program?

Students at Maroochydore SHS have the opportunity to further their study in the Creative Industries in any of the following Queensland Studies Authority (QSA) subjects at a Senior School level:

- Visual Art
- Drama
- Film, Television and New Media
- Music

There are also a number of alternate pathways, including school based subjects such as Visual Art Studies (non QSA subject).

Students have a diverse range of employment opportunities that draw on key skills developed in the Creative Industries program. Examples of these include:

- Art/Drama Educator
- Artist
- Actor
- Arts Administrator
- Art Gallery Technician
- Designer (Web, Interior, Fashion, and Graphic etc)
- Theatrical Director
- Marketing/Advertising Executive
- Playwright
- Theatre/Arts Critic
- Talent Director
- Special Events Coordinator and many more!

MUSIC EXCELLENCE PROGRAM – *'Challenging Today's Musicians For Tomorrow'*

Why choose the Music Program?

International and Australian research shows learning music can make significant differences to children's abilities. Children who are active music-makers are more likely to have improved maths and language performance, better reasoning capacity and problem-solving skills, and improved memory, social and team skills.

The *Music Excellence Program* maximises these benefits, providing students with a performance focus within their music studies to strengthen and further increase their skills on their chosen instrument, and broadening their analysis and composing skills.

If your student already has proficiency on an instrument or voice, why *not* choose our Music Excellence Program?

- **This is a two-year course and successful applicants are expected to commit to studying Music for Years 8 and 9.**

Who should apply?

- Students who demonstrate skill or passion in the area of Music – be it in songwriting or performance.
- Students must be highly creative and motivated to pursue further study in the Creative Industries.

What do students in this class actually do?

The curriculum aims to develop students' individual creativity and expression through a range of music learning experiences, leading to further pathways in the Creative Industries.

Students are exposed to the following areas of study, with the opportunity to further pursue their specific area of interest later in the course:

Performance

- Skill development in Music, including study of music elements and how these translate within music performance. Solo, small and large ensemble experience, performance techniques, performance at school functions

Composing

- Students will engage in computer and keyboard technology (ACID, Sibelius, Photoscore, Roland Fantom X8, BOSS Multi-channel digital recorder) to compose using a variety of different compositional techniques. Our school also has recording facilities that students will use for composing. The fundamentals of composing are also implemented through music theory and analysis of repertoire.

Analysis

- Students will be exposed to a variety of different music styles and genres and will develop aural and written analysis skills. Musical styles to be analysed include contemporary songs and film themes.

Other opportunities

- Participation in all facets of music: planning and rehearsal, creation and evaluation of music performance, presenting music performance at information evenings, technical assistance on music tours, music concerts, etc.

- Realising pathways between the curriculum and associated practitioner roles, with practical experience in areas such as sound setup, concert coordination and performance, recording studio experience, etc.

- Developing industry links through work with industry professionals, with an increased awareness of a diverse number of possible career paths within the Music Industry.

What are the future pathways for students in this program?

- Students at Maroochydore SHS have the opportunity to further their study within the Creative Industries Senior Music Program - a Queensland Studies Authority (QSA) subject at a Senior School level.

  Other QSA subjects within the Creative Industries at a Senior Level include: Visual Art, Drama, and Film and Television, and Visual Art Studies (non QSA subject). All areas relate to the expression or communication of ideas through artistic mediums.
- Students also have a diverse range of employment opportunities that draw on key skills developed in the Music Excellence program. Examples of these include: Music Educator, Television/Radio Industry Professional, Music Librarian, Musician, Audio Engineering, Music Arranger, Recording Engineer, Film Scorer, Sound Editor and many more!

SPORT DEVELOPMENT PROGRAM – *'Striving for Optimum Physical and Mental Development'*

Why choose the Sport Program?

Sport is an integral part of the Australian way of life. This class offers students the opportunity to engage on a daily basis with others who share a passion for the various forms of physical activity. Through these interactions it is hoped that students will develop a culture of learning and activity throughout the year that will last them into the rest of their lives.

- **This is a two-year course and successful applicants are expected to commit to the Sport Program for Years 8 and 9.**

Who should apply?

This class is for students who:

- enjoy a wide variety of physical activity
- have achieved at an above average level in some areas of physical endeavour
- have a high level of focus and determination to succeed in physical and academic areas of schooling

What do students in this class actually do?

The curriculum aims to develop a range of physical skills and social interactions through exposure to a range of sporting pursuits.

Students are exposed to the following areas of study:

- Varied sporting activities that will include a selection of the following: gymnastics, surf skills, tennis, football, cricket, softball and baseball, badminton, volleyball, touch, golf, lawn bowls, archery, surfing, athletics
- Challenging recreation pursuits that will include a selection of the following: high ropes course, team building, ski and skurf, abseiling, canoeing, outdoor education activities, fishing, dance
- Health and personal development units that cover such areas as decision making, lifestyle choices, fitness development, growth

What are the future pathways for students in this program?

- Students have the opportunity to further their study of Physical Education in the Senior QSA subject of Physical Education.

- Students may also opt for one of our Health and Recreation subjects in Year 11.

- Students have a diverse range of employment opportunities that draw on key skills developed in the Physical Education program. These include: Careers in the Health and Fitness industry, Physiotherapy, Medical Sciences, Sport Sciences, Chiropractic, Nursing, Sports Education, and various options in the Defence Forces.

SUBJECTS

ART

Year 8 students experience activities in a variety of media areas. The emphasis is on the production of a small number of quality pieces of Art work.

Year 8 will be an enjoyable and satisfying experience. Only practical works are assessed. Students do learn a small amount of theory and Art History and have homework exercises to complete.

All students are involved in creative learning experiences in the following areas:

- Printmaking – Lino block print
- Painting - Still life
- Sculpture - Clay
- Drawing - Human form and lettering

Other activities are inserted throughout the course.

We want you to feel proud of yourself and your art work. You don't need to be talented - we show and teach you how to do each piece.

See you in Art, you will love it!!!!.

COMPUTER TECHNOLOGY

Computer Technology is not a stand alone subject, rather it will be inclusive and integrated through the whole Year 8 program.

To begin with, students will be introduced to our computer network system and to the processes and equipment available for their use across all subjects.

Students will also be expected to be or become familiar with and have a working knowledge of basic 'tool' programs ie a word processing/desktop publishing package (Microsoft Word), a spreadsheet package (Microsoft Excel), a presentation program (Microsoft PowerPoint) and a research tool (the internet and the World Wide Web).

Note that all the computer skills that a student has the opportunity to learn in Year 8 will carry through into the years that follow and provides the basis for presentation of assignments and data across a wide range of subjects.

ENGLISH

Students will already be familiar with most of the activities in which they become involved during this year, as the course is an extension of those communication skills previously acquired. English as a subject prioritises skills rather than content.

The student's ability to be a capable and proficient writer, speaker and a critical reader, listener and viewer will be fostered through exposure to a wide variety of spoken, written and visual material, of both a literary and non-literary genre.

Writing and speaking are to be understood as having meaningful purposes for particular audiences. Students will see that the conventions of language such as spelling, punctuation and structure are essential if the communication process is to be effective.

The English Program builds on the skills developed in the Primary School. This program places the emphasis on appropriate communication skills for real life and life-like situations.

Our students will be engaged in speaking and writing in the formats and genres that they can expect to encounter in their lives outside of the classroom and in the workforce.

Throughout the year, students are encouraged to enter English competitions in public speaking and writing – a literacy skill handbook is used weekly to rehearse and improve each student's ability to communicate effectively when writing and publishing their work.

Assessment:
Each term, students will be expected to demonstrate their learning and skills by presenting or submitting items of assessment:

- Assignment
- Debate
- In-class test
- Group presentations or
- Digital/Visual text

Students are expected to draft and eventually edit their work before final submission.

HEALTH AND PHYSICAL EDUCATION

Health & Physical Education offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development

Students are encouraged to act individually or collectively in socially appropriate ways, to enhance health and well being.

They are encouraged to promote structures in society which support their own and others' health and well-being.

Active engagement in physical activity is a major emphasis in Health and Physical Education.

This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Students should wear hats and sunscreens for all their outdoor activities whilst at school.

HOME ECONOMICS

The Year 8 course introduces students to two practical areas of study:

- Food Technology
- Textiles Technology

} Fabulous Fibre

Students will complete a number of design challenges in the course. This will involve investigating, ideating, producing practical work and evaluating.

Focused practical tasks and product analysis tasks will help students to build their knowledge and skills. This will help students to demonstrate their design and technology capability when they carry out design and make assignments. At all times student will need to follow correct safety procedures.

Students will need to supply weekly cooking ingredients for food practicals for one term as well as pins and fabric for textiles for the other term. Some examples of the Practical application of knowledge and skills taught includes making the following: Eco bag (calico) and high fibre meals for a noodle box.

INDUSTRIAL TECHNOLOGY AND DESIGN

- Year 8 Industrial Technology and Design has two sections of study: Graphics (CAD bias) and Industrial Technology and Design.

- In Industrial Technology and Design (ITD), the emphasis is on the development of basic manufacturing skills in a workshop environment together with related technology. Student will use a DMA (Design Make Appraise) approach to problem solving in most sections of this course. ITD has three stands of study – one with a wood bias, one with a metal bias and one with a graphics/CAD bias It is imperative that students develop a sense of worth and take responsibility for their own actions.

- Students will demonstrate this responsibility by:
  a. Production of projects in the workshop with assistance of the teacher.
  b. Research in technology.
  c. Safety in the workplace.
  d. The Graphics Course is designed as an introduction to basic drafting and CAD (Computer Aided Drafting) with an emphasis on design. Student will be given an assignment to complete both at home and at school.

COURSE STRUCTURE

- Students will study each relevant section.

- When working in a workshop all safety rules must be followed at all times.

- Each student is to supply their own pencil (2H), soft eraser and hair restraint (if necessary). Aprons will be supplied by the school along with drawing equipment such as set squares, pencil and compass.

ASSESSMENT

- This is ongoing in ITD and comprises projects, safety tests and design problems.

Graphics classwork, assignments and computer drawings all contribute to assessment

COSTS (Additional to TRMS charge):
A subject fee applies to this subject to cover the cost of consumables and equipment in ITD

JAPANESE

The Year 8 Japanese language course summarises the language learning of Year 6/7 and introduces students to formalised language studies. The emphasis remains on communication and establishes positive learning habits to succeed with a scripted language. It is a communicatively based course encouraging students to use the language orally and investigate the characters, culture and art of traditional and modern Japan.

Students of Japanese have the opportunity to engage with Japanese exchange students and students from our Sister School in Japan.

These opportunities are very valuable in extending the student's knowledge and overall performance in this language, as well as a global/cultural appreciation.

Japanese is studied by students enrolled in the excellence and focus classes.

Course Content: This is a 10 week course

- Self introduction and family
- School
- Hobbies
- Daily Routines

ASSESSMENT:

This course is 10 weeks and is designed to give students a sample of formal learning. During this time, their communication skills will be determined by

- In class role play
- Homework tasks
- Formal reading/writing tasks
- Oral Presentations – ie Individual/Group

The focus of this Year 8 language class determines the learning approach, with an emphasis on the student's ability to maintain an interest in languages and to secure a sound foundation for Year 9 Japanese.

MATHEMATICS

Mathematics is a unique and powerful way of viewing the world. All people need the capacity to make sense of and to be critical about numerical information. To do this, students need to develop the capacity to think mathematically and have the confidence to apply what they have learned to explore and solve everyday mathematical situations they encounter.

Skills needed for mathematics increase mental computation and a deep understanding of how number work. The Maroochydore State High School Middle School mathematics program develops these skills at being able to work mathematically through mental computation, pen and paper, the use of technology including calculators and computer programs.

The Mathematics 'Essential Learnings' of number, Algebra, Measurement, Space and Chance and Data form the building blocks of the Year 8 and 9 Mathematics program.

ASSESSMENT

Students will be assessed using a variety of techniques, including formal tests, assignments, mathematical investigations, reports and homework activities.

Mathematics features strongly in the 'Learning Quests', students will be completing each semester.

The Academic Challenge class will have extension activities in Mathematics including the Australian Mathematics Trust. Enrichment and Challenge Mathematics programs.

ADDITIONAL INFORMATION

Students in Year 8 will have the opportunity to represent their class in the annual Coalition Maths Day of Excellence held in Term 1.

Students will require a scientific calculator. The school uses the Casio Fx-82AU available from the school canteen.

COURSE REQUIREMENTS

Students also require

- Exercise book (1 x 96 page per semester)
- Pens, pencils (HB) and coloured pencils
- 30cm ruler, drawing compass, protractor
- Eraser, glue and scissors
- 1 x document wallet
- Scientific calculator – FX82AU

During the year, students may enter the Westpac Mathematics Competition and have the opportunity to further their interest in mathematics by entering the STAQ (Science Teachers' Association of Queensland) Mathematics Contest.

MUSIC

The school's Year 8 Music course develops basic reading, writing and playing skills. It is realised that students arrive in Year 8 with different musical backgrounds. This course caters for students who have not studied Music in the past and will give already capable students the opportunity to extend their musical experiences.

The course comprises of one written test and performance assessments in keyboard and guitar. A composing task will also be completed.

Overall the Year 8 Music course seeks to help students enjoy and understand Music through a range of interesting and enjoyable activities.

SPECIAL SUBJECT REQUIREMENTS:

Students are required to supply a Music Exercise Book (with manuscript)

SCIENCE

In Year 8 at Maroochydore State High School, the Science course is designed to:

- include material that is RELEVANT to major issues and real life experiences
- provide a VARIETY of LEARNING ACTIVITIES for students that supports a RANGE of LEARNING STYLES
- encourage both boys and girls that science is an everyday event which develops skills that apply to WORK, LEISURE and FURTHER STUDY
- assist students to develop their LANGUAGE, COMMUNICATION and COMPUTER SKILLS
- help students learn at their own pace and develop an attitude that SCIENCE is USEFUL and FUN
- assist students to develop lifelong learning skills by encouraging them to work collaboratively in groups when possible

This approach to Year 8 Science is supported by the Heinemann Science and Science Ways series of textbooks and other materials used in class. All Year 8 Science students will study the same Science course covering the following topics:

Semester 1:

- Thinking & Working
- Solids, Liquids, Gases and Mixtures
- Earth Science
- Ecology

Semester 2:

- Forces and machines
- Energy
- Cells
- Body Systems

During the year, students in the Excellence classes enter the Australian Science Competition.

The assessment program will use a variety of instruments, including presentations, reports, models, experimental reports and tests. Students will also develop a Science project to enter into the School Science Fair.

SOCIAL SCIENCE – STUDY OF SOCIETY AND ENVIRONMENT

Year 8 Study of Society and Environment aims at introducing students to ideas and experiences which will increase their knowledge about society and help them to participate in their world.

The values, concepts, and skills developed are drawn from a range of traditions – including History, Geography, Environmental issues and Citizenship.

EQUIPMENT NEEDED

Students will need:
1 ruler; 1 lead pencil; 1 eraser; Colouring pencils **NOT** felt pens; 1 Red and 1 Blue Biro; 1 A4 size notebook **(not a 5 subject book);** 1 Glue Stick; Scissors; 1 Clipboard/folder for field work.

DEPARTMENT OF SPECIAL EDUCATION SERVICES – THE SPECIAL EDUCATION UNIT

The Special Education Unit has been established and staffed especially to provide for the special educational needs of students with disabilities such as:

- Intellectual Impairment
- Autism Spectrum Disorder

Students with disabilities are supported through the Educational Adjustment Program, EAP Individual Education Plans (IEPs) and Student Education Training Plans (SETPs), are developed in partnership with parents, students and specialist staff.

These plans based on student abilities and individual goals are set within a general aim of "preparing students for independent learning, living and life" after leaving school.

IEPs provide stage appropriate goals and strategies and are implemented by classroom teachers in regular classroom settings and special education teachers in the SEU. They are supported by specialist teacher-aides and Special Education teachers, adjustments to programs, resources and assessment strategies. This enables all students to access a relevant curriculum with success but not without challenge!

Student performance is monitored and reported on regularly. Student learning and goal attainment is further supported and enriched in one-to-one and small group action in program areas of:

- Academic and learning to learn support
- Literacy and numeracy development
- Study and test/assessment preparation
- Social and life skills development
- Career and work and vocational education
- Computer technologies
- Health and Recreational sports

To find out more, phone or visit and see how we can support families and students who have SPECIAL ABILITIES.

DEPARTMENT OF SPECIAL EDUCATION SERVICES LEARNING SUPPORT

Special Needs Support Services for Students with Learning Difficulties

- Students who experience barriers to their success that limit their ability to access, participate in or experience successful outcomes from a course of study are said to have learning difficulties.
- Literacy, numeracy and learning to learn support is offered to such students on a priority basis.
- Learning Difficulties students may be identified for various levels of support and service from a number of sources like:
  - Parents upon completion of enrolment form
  - Primary schools' learning support staff and teachers
  - Classroom teachers at High School
  - Students themselves
- Identified students are "needs assessed" to reduce their barriers to success and may be offered
  - Participation in the Learning Assistance Program (LAP) – staffed by trained volunteers to provide one-to-one support
  - Small group withdrawals for those with high support needs
  - Program, resources and assessment modification
  - In-class support for student and regular classroom teachers
  - Additional teaching/learning strategies to support the implementation of study programs that best cater for all students
- A valuable partnership between learning difficulty students, their families and their teachers is formed with Learning Support Teachers to reduce barriers to effective learning and teaching. Students with both short and long term learning problems do experience greater success when they are committed to improving their literacy, numeracy and learning to learn skills and demonstrate self-managed appropriate workplace behaviours.

TARGET GROUPS - YEARS 8 & 9:

Class Support - **Small Group Withdrawal**
To assist students who are working on modified programs in literacy-based classes, which could include 1:1 tutoring, small group work, reading and interpreting instructions, scribing or exam support, etc.

Assistance With Modified Programs
To assist teachers with resourcing and producing modified or alternative programs for priority LD students. Case Manager: profiling, appraisement, conferencing, program writing, monitoring progress, ILP (Individual Learning Program)

TARGET GROUPS - YEARS 8 & 9:

Access
Provides in-class and small group support (eg 6-8 students). This program will target students who need modified programs

To improve literacy skills, including:
- Reading – confidence, word attack, accuracy, comprehension and speed
- Writing structure – sentences, paragraphs and essays
- Writing preparation – planning, researching and referencing
- Use of language and conventions – vocabulary, spelling and punctuation
- Learning strategies – learning and understanding content by using strategic reading, top level structure, graphic outlines, retrieval charts, flow charts and concept webs etc
- Computer literacy – word processor skills and accessing data bases

To improve work-related habits and attitudes, including:
- Time management and effective use of diary
- Cooperative learning
- Independence and initiative
- Accepting responsibility for learning
- Self confidence
- Understanding how to make use of learning support

TARGET GROUPS - YEARS 8-10

LAP
Provides support with class work and further development of basic literacy and numeracy skills. Students work 1:1 or in small groups with a trained volunteer tutor for one or two periods a week

To improve students' confidence and self esteem, tutors provide successful learning experiences by:
- Building on students' interests and strengths
- Through understanding each individual's preferred learning style
- Negotiating students' learning goals and related learning activities which would best enable the student to achieve his/her goals

Competition for LAP places means that preference must be given to students who:
- Have clearly identified support needs
- Can be relied upon to attend regularly
- Can be relied upon to contact the school if they are to be absent for a LAP session; this reduces the problem of volunteer tutors feeling that their time is wasted when their student fails to attend
- Can consistently work to the best of their ability

To be involved in LAP, students choose to miss one lesson or more of their timetabled classes.

YEAR 9 CURRICULUM

The Year 9 curriculum at Maroochydore State High School builds upon the foundations established in Year 8 and continues the focus on positive relationships in all aspects of school life.

It is designed to prepare students for the transaction into senior schooling in Year 10 and to continue the provision of a sound general education.

SUBJECTS:

- Business Organisations & Work
- Business Technologies & Communication
- Computers, Games and Design
- Drama
- English
- Enrichment (Year 10 only)
- Graphics
- Health and Physical Education
- Health & Physical Education – Cricket School class
- Home Economics - Food Technology
- Home Economics - Textiles and Design
- Japanese
- Mathematics
- Music
- Science
- Shop A
- Shop B
- Studies of Society and Environment (SOSE) including Certificate 1 in Workplace Education (Year 10 only)
- Visual Art

CHOOSING YEAR 9 SUBJECTS

There are many important decisions you have to make while at school. Some of the most important decisions are concerned with the choice of subjects to take in Years 9 (and 10), and later the selection of subjects for Years 11 and 12.

These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Appropriate course selections can also directly affect your success at school and how you feel about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects

- you enjoy
- in which you have already had some success
- which will help you reach your chosen careers, or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life

Guidelines

- Keep your options open

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open.

This means choosing a selection of subjects which makes it possible for you to continue thinking about career choice over the next two years before making more definite choices as you approach the end of Year 10.

Find out about the list of subjects that are offered.

Even though you have studied a wide range of subjects in Year 8, it is important to find out as much as possible about the subjects offered in Years 9 and 10.

Some of the subjects will be new, and others with the same name as in Year 8 may be a little different for higher year levels.

To find out about specific subjects

- read the subjects descriptions in this booklet
- ask Heads of Departments and Teachers of particular subjects
- look at books and materials used by students in the subjects
- listen carefully at class talks and subject selection nights
- talk to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (ie - what topics are covered in the subject) and how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12.

For example:

- It will be difficult in the future to take Maths B and C without a background in advanced maths. (Students are selected for Advanced Maths in Year 10 from their Year 9 level of achievement)
- Chemistry and Physics will be much easier after effective study of Advanced Science and Advanced Maths in Year 10
- Music, Graphics and Languages in the Senior years require previous study in Years 9 and 10

Make a decision about a combination of subjects that suits you

a) It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students.

   This means that it is unwise to either take or avoid a subject because
   - someone told you that you will like or dislike it
   - your friends are or are not taking it
   - you like or dislike the teacher
   - "All the boys or girls take that subject" (all subjects have equal value for males and females)

b) Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help

If you need more help then seek it, otherwise you may regret it later.

Talk to your parents, Teachers, Guidance Officers, Heads of Department, Deputy Principals and Principal.

- Make use of the school subject selection program.
- Look at the resources suggested in this booklet. You will be doing yourself a favour.

Pre Requisites for Certain Subjects in Year 11 & 12

The Year 9 and 10 Curriculum is designed to articulate with the Senior Curriculum.

For specific advice about prerequisites for senior subjects see the relevant Head of Department or a Guidance Officer. Some general principles are:

To study:

- Maths B and/or Maths C - You need High or Very High Achievement in Advanced Maths
- Japanese - You need a sound achievement in Junior Japanese
- Biology, Chemistry and/or Physics - You need High or Very High Achievement in Junior Science
- Marine Studies or Science 21 - You need Sound Level of Achievement in Junior Science

To study:

- Graphics - You do not need Junior Graphics, but it would be an advantage. Most students would not cope with Senior Graphics without Junior Graphics

SUBJECT OFFERINGS FOR YEAR 9, 2010

Part A – Core Subjects: All Students
English, Mathematics, Science, Studies of Society and Environment (SOSE) and core Health and Physical Education will be studied by **all** students, therefore no selection is required.

Part B – Students in Excellence/Development Classes
Students in these programs **must** continue the study of their specialist subjects

- Challenge
- Music
- Creative Studies
- Sport

for the whole year and can select **any** two options to study for six months each (or Cricket or Japanese for the whole year)

Part C – Electives or Option Subjects:
In Year 9 students choose four elective subjects from the list below to study for six months each (unless Cricket or Japanese electives) is selected – these count as two.

a) Students in Mainstream classes must choose four electives, including a minimum of one subject from The Arts, Health and Personal Development (Art, Drama, Music, HPE, Food Technology, Textiles & Design) and a minimum of one subject from Technology, Language Other Than English (Shop A, Shop B, Graphics, Business Organisation & Work, Business Technology & Communication, Computers, Games and Design, Japanese Sem. 1 and 2)
b) Students **must** continue with two of the same subjects in Year 10 except in extenuating circumstances.

Key Learning Area / Option Subjects:

The Arts –
- Drama
- Music
- Visual Art

Health and Personal Development -
- Health & Physical Education
- Health & Physical Education (Cricket class) – studied over two semesters

Technology –
- Business Organisations & Work
- Business Technologies & Communication
- Computers, Games and Design
- Food Studies
- Graphics
- Shop A
- Shop B
- Textiles & Design

Languages other than English
- Japanese – studied over two semesters

Across all Key Learning Areas
- Enrichment

NB: All subjects (except core HPE and Sport/REAP) are studied for 3 x 70 minute lessons a week.

INSTRUMENTAL MUSIC:

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument.
All students pay a fee which goes to photocopying/purchase of ensemble music, and part of fee contributes to maintenance of school instruments. These fees do not cover any private tuition – eg guitar.

SPORT AND R.E.A.P.

The Middle School Sports Program involves students having the opportunity to participate in the annual interhouse swimming, cross country and athletics carnivals with the best performers selected in the school teams to compete at zone or regional carnivals.

Elite athletes are provided with a pathway for selection over a range of sports in Sunshine Coast and Queensland teams.

Students are involved in a weekly sports program. In **2010**, Year 9 students will continue the traditional program of Sport / REAP.

During Terms 2 and 4, Year 9 students are encouraged to represent Maroochydore State High School in the Sunshine Coast Central Zone Interschool Sport Competition. This provides the opportunity for students to compete against nine other schools and choose from a number of different sports each term for each year level.

Maroochydore State High School has a commitment to fill teams in all sports, as the competition has delivered an excellent sports experience for our students over many years.

Students not selected in these teams choose from a range of REAP (Real Everyday Activities Program) options.

During Terms 1 and 3, students have one term focused on a variety of sports at school and one term to choose from a variety of REAP options.

Therefore all students experience both sporting activities and REAP during the year.

COSTS (Additional to TRMS charge):

There is a fee to cover transport to Sport or REAP and an additional small fee for Year 9 Interschool Sport.

Year 9 REAP activities [charges per information sheet distributed via students to parents each term].

NOTES…

BUSINESS ORGANISATIONS & WORK

AIM:

The aim of this course is to give students an understanding of and exposure to various work environments. By learning specific business knowledge and skills, students will be better able to manage their home, school, work and future business environments. They will build confidence, communication skills, develop their ability to think critically, make informed decisions and learn how to capitalise on business opportunities.

CONTENT:

The Business Environment

Students learn the basics of business and put this into practice by running a class venture, for example organising the school's Valentine's Day venture. They then examine ways people operate in different business structures and experience a variety of workplaces through an on-site visit.

This excursion may include a visit to the Port of Brisbane, Brisbane Airport, Council Chambers and/or other workplaces (depending on availability and accessibility of these organisations at the time).

Students further their knowledge of markets, and the relationship between demand and supply, by investing in the Hollywood Stock Exchange. In this web based unit, students review the latest blockbuster movies and then buy, sell or hold movie stocks based on entertainment news and market announcements.

The Be Real Game

The 'Be Real Game' is a career and life skills program where students make everyday choices (starting in childhood) and track how these decisions impact on their education, family, friends, recreational activities and work.

Students role play various employment, unemployment and family situations to experience a variety of jobs and lifestyles.

Through this activity students quickly begin to realise how day to day choices can open or close future pathways. In doing so, they develop confidence and gain experience in being able to predict how particular behaviours and decisions impact on their future.

PREREQUISITES:

None

ASSESSMENT:

Due to the practical nature of this course, students will be assessed using a variety of techniques. These include

- Teacher observation
- Formal exams and assignments
- Peer and self assessment
- Field Reports

SPECIAL REQUIREMENTS:

Students will be required to supply

- Blue, black and red biros
- Lead pencil, ruler and eraser
- A4 book or notepad
- Calculator

COSTS (Additional to TRMS charge):

A subject fee applies to offset the purchase of software and stationery including photocopied resources and student work booklets, venture resources (including stock, promotional materials etc) and excursions.

Each student is to also maintain a positive printing balance (approximately $5 will be required each semester).

BUSINESS TECHNOLOGIES & COMMUNICATION

AIM:

This subject gives students the practical skills they need to manage an information environment.

Students work in a computer lab and become competent in office administration, para-legal, events management and secretarial based work.

CONTENT:

This course leads into Certificate I Business in Year 10 where students have the opportunity to gain an Australia-wide recognised qualification (while earning 2 points towards their Year 12 QCE). This qualification is invaluable as are the life skills of being able to produce and manage information and operate business equipment

To give students some industry experience, these skills are taught in a variety of business contexts including Tourism and Hospitality, Travel, Real Estate, Retail and Events Management.

Information Processing Skills specifically include:

- Keyboard mastery (including speed and accuracy tests)
- Simple & advanced display
- Word processing and formatting (Microsoft Office Package)
- Desktop publishing
- Web page development
- Assignment presentation skills
- Document composition and design

ASSESSMENT:

Due to the practical nature of this course, students will be assessed using a variety of techniques. This includes:

- Formal testing
- Teacher observation
- Class presentations and demonstrations
- Peer and self assessment
- Presentation of assignments and portfolios

PREQUISITES:
None

SPECIAL REQUIREMENTS:

- Blue, black and red biros, pencil, ruler and eraser
- Headphones
- 1 Gig USB (approx cost is $8 and can be used across a range of subjects)
- Calculator

COSTS (Additional to TRMS charge):

A subject fee applies to this course for the purchase and/or upgrade of software and for materials used as part of the course (e.g. laminating supplies)

Each student MUST also ensure they maintain a positive printing balance (approximately $5 per term).

COMPUTERS, GAMES AND DESIGN

AIM:

This is an enormously popular course that develops student's technology and design skills using a variety of software packages.

The course gives students practical computing skills they can use in industry and/or to enhance their work in other subjects. It also leads into the Year 10 Certificate I in Information Technology course (which offers 2 points towards the Year 12 Queensland Certificate of Education) and provides an excellent foundation for other senior subjects including ITS, IPT, ICT and participation in the schools Robotics Club.

Specifically, students access, construct and publish information for particular purposes and audiences. This includes the design and creation of games as students learn how to program and manipulate software while developing logical thinking skills. They also learn to communicate and collaborate with others in real and virtual spaces.

As a result, the work in this unit is mostly project based and centred in skill development areas most commonly sought after in the workplace.

CONTENT:

Project based activities include:

- Web portfolios
- Flash animations
- Games and programming
- Digital storybooks
- Multi-media presentations
- Enrichment activities
- Microsoft Office based activities.

A range of software may be used to complete projects which includes but is not limited to the following packages:

- Microsoft Office package (Publisher, Word, Excel, Access, PowerPoint)
- Gamemaker
- Inspiration
- Flash
- Dreamweaver
- Visual Basic
- Mavis Beacon Typing Tutor
- Sony Vegas
- Moviemaker
- Acid Pro
- Paintshop Pro
- Paint.Net
- Animation Shop
- Fireworks
- Alice (SIMS)

PREREQUISITES: Nil.

Students are not required to have computer and Internet access at home however this is advantageous if students experience absences.

ASSESSMENT:

Students will be assessed using a variety of techniques. These may include:

- Formal testing in the form of in-class assignments
- Teacher observation
- Class presentations and demonstrations
- Peer and self assessment

Special Subject requirements

- Pens as required
- A4 notepaper or book
- Headphones
- 8 Gig USB (not for exclusive use in this course)

COSTS (Additional to TRMS charge):
A subject fee applies to cover the purchase and/or update of software and technology related materials (eg CDs and covers, label printing). Students are also expected to have a positive printing balance which may cost up to $5 per term.

DRAMA

AIMS:

The Drama course contributes to the development of creativity and self expression and fosters student involvement and appreciation of Drama as a performer and as an audience member.

It prepares students for further studies in Drama in Year 11 and 12 where Drama is a board subject

CONTENT:

Year 9

- Circles and Sawdust – clowning and physical theatre
- The Pied Piper – narratives and story telling
- The Disappearing Sands - Puppetry
- Time After Time – the history of theatre

PREREQUISITES

What do we look for in a Drama student?

- At least a Sound Achievement in Year 8 English.

- Students who are prepared to participate, to experiment in performance and to workshop in the classroom to overcome and use nervous energy effectively in performance work.

- Students who are prepared occasionally to appear foolish in order to learn through trying something new and different.

RELEVANCE FOR FURTHER STUDY/CAREERS IN THE FOLLOWING AREAS…

which involve working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, maybe even politics.

COSTS (Additional to TRMS charge):

A subject fee applies in Year 9 for

- Arts Council performances, and
- Workshop by visiting expert

ASSESSMENT

Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:

Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.

Presentation: Performances of student devised or scripted drama.

Responding: Essays, assignments, writing in role, interviews

ENGLISH

AIMS:

By the end of Year 9 students will be expected to show improved confidence in both written and oral expression.

In developing active and informed citizenship, students should be able to use language to:

- Participate as active and confident members of family /community life
- Communicate with appropriate style and language
- Seek employment or participating in work experience
- Be involved in satisfying recreational activities, particularly those involving literature, drama and mass/written media.

CONTENT:

The units of work continue to follow the expectation of the Middle Phase of Learning.

You will build on your understanding of grammar and functional structures/genre by continuing to:

- Participate in designated literacy learning
- Read novels (at least one per semester)
- Read, respond and write poetry
- Participate in oral presentations (role play, impromptu speeches)
- Repeated practice appropriate language skills
- Deconstruction of visual literacy

Where possible, technology will be integrated into your classroom/assessment tasks:

- Digital Texts
- Video presentations
- Word Processing
- Multi media options

SPECIAL SUBJECT CONSIDERATIONS:

- Students are encouraged to take responsibility for the development of their language by reading as widely and as often as possible. Reading skill is closely linked to high language command in English.

COSTS (Additional to TRMS charges):

- A subject fee applies in Year 9 for a Brainstorm Production Performance, a Literacy Skill Handbook and Motivational Media

SPECIAL SUBJECT REQUIREMENTS:

Students will be required to purchase an exercise book for daily work. Students will be supplied with a Literacy Skills Workbook for in class and homework learning tasks.

RELEVANCE FOR FURTHER STUDY / CAREERS

English is undoubtedly an important subject for both further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course. It is the first subject most employers look at in the portfolio of a job seeker.

ASSESSMENT:

All students are expected to complete assessment based on the units of work facilitated by your class teacher.

- Three-four written pieces
- Two-three speaking tasks
- The result of Year 9 will be based on a folio work from Year 9, with emphasis on global information.
- Written work is to be desktop published. DO NOT submit a disk and back up all work regularly during publishing to avoid technological hurdles when it is time to submit work (refer Homework Planner and Disc Policy)
- All assessment tasks require you to meet a drafting process and a final copy.

Learning support may be offered to students who need assistance with the literacy demands of the middle school curriculum

ENRICHMENT

ACROSS KEY LEARNING AREAS

Enrichment is based on H. Gardner's Multiple Intelligences Concept and on Bloom's Taxonomy of Critical Thinking

YEAR 10

Enrichment provides an opportunity for students who have performed to a very high level in Year 8 and 9 to work in a **self directed** manner to develop topics/skills to an excellent standard. Students' interest areas might not be offered in the school curriculum.

Students will be tutored in thinking skills (creative and critical), primary data collection, organisation skills time management etc and will participate in whole of class activities.

Year 8/9 Challenge is not a pre-requisite for entry into this subject in Year 10. However, a very high level of achievement in the area of interest is required.

N.B. There is an expectation that students will enter at least one state or national competition per semester.

There is a requirement for students to take their 'project' into the wider community in one form or another

COURSE CONTENT:

Content is largely negotiated by the students and is based on their areas of special interest.

DESIRED OUTCOMES

- Co-operative learning
- Problem solving
- Research skills
- Higher order thinking processes
- Exposure to a full range of technologies
- Participation in community events
- Peer tutoring
- A range of presentation skills:
  - Oral
  - Static
  - Multi-media

WHAT STUDENTS WILL DO?

Students will strive for excellence on a negotiated task, working independently and within the class using a full range of resources.

BENEFITS TO STUDENTS:

Students will have the opportunity to complete a task to the highest possible standards applying critical thinking skills in the pursuit of excellence, either on their own, or in a group. The opportunity exists to engage purposefully with the wider community.

ENTRY REQUIREMENTS:

- Student, teacher or parent recommendation plus interview process
- Evidence of the following qualities
  - Self directed learning
  - Collaborative learning
  - Complex reasoning
  - Community awareness and willingness to contribute

GRAPHICS (YEAR 9) - a subject of Industrial Technology & Design

Year 8 students will be able to change their subject selections for Year 9 after they sample all the subjects offered in ITD

AIMS:

- To equip students with the necessary basic skills to study Graphics at a higher level
- To motivate students interested in a range of vocations involving Graphics
- To develop the ability to communicate graphically
- To expose students to a range of Graphical Communication including computer aided design (Auto CAD, Inventor and Revit)
- To develop spatial awareness in students
- To promote an appreciation for quality

CONTENT:

The course of study consists of an Introductory Unit, Foundation Studies and three contextual units chosen from A Product Design, B Business Graphics, C Environment.

Areas of study that may be encountered:

- Pictorial Drawing
- Orthographic Projection
- Plane Geometry
- Computer Aided Drafting
- Development
- Presentation

ASSESSMENT:

- Formal Exams
- Research Assignments
- Classwork/Homework Folios

SPECIAL SUBJECT REQUIREMENTS:

- 2H pencils or harder
- set squares
- compass/compass set
- quality plastic eraser
- sharpener
- coloured pencils

RELEVANCE FOR FURTHER STUDY / CAREERS ETC

- Students aspiring to virtually any trade gain valuable experience in reading and interpreting drawings.
- Graphics introduces students to many disciplines in a range of tertiary study including architecture, surveying, engineering to traineeships in CAD and drafting

HEALTH & PHYSICAL EDUCATION

AIMS:

- To encourage participation in regular physical activity
- To acquire motor skills and apply movement concepts
- To promote the health of individuals, groups and communities
- To enhance personal identity and development
- To maintain positive interactions and relationships with others

CONTENT:

Physical Activity Units

Following is an example of the Physical activity units studied:

- Field Games – Selection from T-Ball, Softball, Baseball and Cricket
- Indigenous Games – a selection of traditional Games (a cross curricular link with SOSE will be fostered)
- Athletics – A range of Track (e.g., Sprints, Middle distance, long distance and hurdles) and Field events (e.g., High, Long and Triple jump, Shot-put, Discus, Javelin)
- Net Games – Selection from Volleyball, Tennis, Team - Tennis and Table Tennis
- Invasion Games – A selection from Soccer, Basketball, Touch, Hockey, Netball, AFL, Gaelic Football and Ultimate Frisbee
- Gymnastics – Floor and Rhythmic routines
- Badminton

Health and Development Units

Following is an example of the Health and Development Units studied:-

- Decision making
- Drugs - in Sport
- Building a better Lifestyle
- Growth and Development
- Personal Fitness
- Body Systems I & II – Muscular, Skeletal, Respiratory and Circulatory systems and how they can be linked to exercise
- Sun Safety
- Smoking
- Resuscitation
- Sports injuries
- Binge Drinking

SPECIAL SUBJECT REQUIREMENTS: Nil

COSTS (Additional to TRMS charge):

- A subject fee applies to Year 9 for school-produced work books

ASSESSMENT

Profiles are constructed for each student which rate students according to:

- Content – Recall and understanding of information
- Process – Researching, application of information
- Skill – Practical pre-requisite skills, applied skills, strategies and tactics in competitive situations
- Participation – In Inter and Intra-school sports, class

CAREER OPTIONS

Possible careers include:

- Teaching
- Defence Services
- Physiotherapy
- Medical Sciences
- Sports Sciences
- Nursing
- Health & Fitness Industry
- Chiropractic

HOME ECONOMICS – FOOD TECHNOLOGY (One Semester Only)

Food Technology teaches students food, nutrition, culture, and healthy living by:

- Educating students about the relationship between food choices and disease prevention
- Providing students with the life skill of food preparation through hands-on interactive experience
- Introducing healthy foods through the traditions and arts of different cultures

AIMS:

- Students will be introduced to practical skills that will be with them for life
- Students will be immersed in food and nutrition language and skills, whether they seek employment in the Food and Hospitality Beverage industry or simple survival skills and food preparation
- Students will be able to recognise healthy food choices with focus on balanced diet, activity and obesity
- Students' skills in time management and organisation will be enhanced
- Studies are integrated with other areas of numeracy study, Maths → measuring, weighing and time; SOSE → multi-cultural foods and terms; Food classes; regular cooking demonstrations; basic to advanced cooking techniques
- Students will gain understanding of appropriate work methods and use of equipment and utensils
- Literacy: Students will recognise the importance of good nutrition throughout life Science → heat and body functions; English → reading, writing
- Students will develop skills in the basic principles of cookery, safety and hygiene – ie weekly practical cooking classes; regular cooking demonstrations; basic to advanced cooking techniques
- Students will recognise the importance of good nutrition throughout life

CONTENT:

- Basic Principles of Cookery
- Healthy Food Choices
- Adolescent Nutrition
- Links between Technology and Healthy Eating
- The Composition and Preparation of Foods
- International Cookery
- Hygiene, Safety and Measuring Skills

SPECIAL SUBJECT REQUIREMENTS:

Students need to be aware of the costs involved in providing ingredients, as required, on a weekly basis. They will be given notice of ingredients prior to the task.

COSTS (Additional to TRMS charge):
A subject fee applies in Year 9 for materials / resources for recipe testing and evaluating and demonstration work.

Students are required to purchase ingredients for practical work and assessment practicals.

ASSESSMENT:

Assessment will be continuous throughout the semester. Assessment will consist of:

- Continuous Practical Assessment
- Assignment and Practical Exams related to the assignment
- Theory Exam

RELEVANCE FOR FURTHER STUDY / CAREERS, ETC:

Food Technology is included in our subject choices as a lead into the senior subjects of Hospitality Practices and Hospitality Studies. This subject has particular relevance for students who wish to enter any professions related to food or where good 'people skills' are required. Students will benefit in many ways by developing a broad range of skills.

HOME ECONOMICS – TEXTILES AND DESIGN

AIMS:

- To develop sound practice in textile production skills
- To gain knowledge in the performance, use of design and maintenance of textiles
- To develop the ability to make informed and reasoned choices
- To gain an understanding of effective design

CONTENT:

Year 9 Textiles

Study of this subject develops the student's understanding of fabric construction and handling through a number of different design challenges. Students develop a range of textile items using their own creativity. They will gain knowledge of style suitability, fashion for the sun, embellishments as well as design elements through these practices.

Students will develop theoretical knowledge through assignment work which is related to their various design challenges. At this level, students further enhance their understanding of the importance of workplace health and safety practices as related to the textile environment.

Units covered:

- Trends in Teenage Sleep/Leisure wear.
- Embellished Bags/Cushion Covers.
- Enhancing Body Shape – How to look your absolute best with what you have!
- Fashion for the Sun.

Year 10 Textiles

Study of this subject develops more detailed knowledge and understanding of fabric construction and handling. Students also study consumer awareness and decision making as related to fashion in current society.

Students produce a range of fashion items incorporating a variety of skills and applications.

They will gain knowledge of how to apply the elements and principles of design to best enhance their individual figure types and body shapes. Students will study the affect of advertising and the media on teenagers as well as gain knowledge of textile labelling laws.

Through lab work, students will test fabrics to see how they respond and their suitability for various textile applications

Students will develop theoretical knowledge through assignment work which is related to their various design challenges.

Units covered:

- The Affect of Advertising and the Media on Teenagers.
- Body Image.
- Fabric Testing/Properties of Fabrics.
- Embellishing Bras/Lingerie.
- Beautiful Bags.
- Dresses/Pants/Shirts – How to Look Slimmer without Dieting!

Completion of this subject provides a pathway to further study – Certificate II in Clothing Production.

COSTS (Additional to TRMS charge):

A subject fee applies to this subject for resources and one excursion. Most sewing equipment is provided by the school.

Students are required to purchase fabric patterns, pins and decorative accessories for all assessment items.

ASSESSMENT

Assessment will be continuous throughout the course.

Assessment will consist of:

- Design Challenges involving practical sewing.
- Project Folios – includes practical samples and written work.
- Assignments.

JAPANESE (YEAR 9)

AIMS:

The Year 9 Japanese Course develops the student's ability to comprehend and construct texts. They build on the fundamental skills established in Year 8 to practiced and well-rehearsed learners in simple, effective communication skills in a language other than English.

- Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening)
- Attention is given to making a smooth transition to Senior Language learning
- The Year 9 learner should be able to read the alphabet and use it competently in written communication, reading short passages and writing letters. They should also be able to hold a simple conversation built on short, accurate sentence construction and be prepared to use their skill when communicating with a native speaker

CONTENT:

This is a 2 x six months course

Semester 1
- Getting to know you – Family, Friends and Celebrations
- Lifestyles

AND

Semester 2
- My Neighbourhood
- My Home
- Shopping and Eating Out

PREREQUISITES:

A satisfactory completion of Year 8 Japanese, or like course.

SPECIAL SUBJECT CONSIDERATIONS:

- Students are encouraged to be involved in a range of co-curricular activities:
  - International Student Exchanges
  - Language Competitions
  - Biennial Overseas Asian Studies Tour
  - Visits to restaurants, theatres, Language Expos
  - Listening to ethnic radio, foreign language TV programs

  Excursions are offered as available. Transport and entry fees are extra to TRMS Scheme.

COSTS (Additional to TRMS charge):

A subject fee applies in Year 9 for an Immersion Day at USC.

ASSESSMENT:

- To receive a semester rating, students will be progressively assessed on all 4 macroskills of reading, writing, listening & speaking.
- Assessment takes place predominantly towards the end of each term to establish "Fullest and Latest" achievement.
- Presentation of student's workbooks is a platform to establish an attitude, industry and organisational comment.

RELEVANCE TO FURTHER STUDY/CAREER SELECTION:

Studying a language and developing an appreciation of another culture is a valuable and useful experience and skill for students who wish to pursue careers involving trade, tourism, science, finance and education as well as enriching their personal interest.

" A man with two languages ' is worth two men"
Napoleon

MATHEMATICS

AIMS:
The nature of school Mathematics has changed significantly over recent decades with the increased availability of calculators, mathematical software, databases, word processors, the world-wide web and spreadsheets.

New discoveries in Mathematics have been applied in interesting and important areas as diverse as finance, climate change, security, medical research, mining and wildlife management.

The Mathematics program at Maroochydore State High School gives students a clear understanding of ideas and concepts of mathematics and the skills to make effective use of them by integrating technology and learning to 'do' problems.

CONTENT:

This course follows a spiral syllabus with topics revisited and revised throughout the program.

- **Numbers**
- **Fractions**
- **Time, money and Mass**
- **Statistics**
- **Rates, Ratio and Proportion**
- **Algebra**
- **Deductive – Geometry**
- **Trigonometry**

SPECIAL SUBJECT CONSIDERATIONS:

- Workbook
- Two (2) different coloured pens
- Calculator
- Grid book (5mm)

[All students require a calculator for use within certain areas of the course. The calculators need to be the scientific type. Purchases can be made at the school canteen at competitive rates]

COSTS (Additional to TRMS charge):
Entry to Mathematics Competition by invitation only.

ASSESSMENT:
Students' knowledge and skills will be assessed using a variety of methods, including formal exams, assignments and investigations.

THE TOTAL PICTURE:

Year 9

The Year 9 Mathematics course builds on the experiences gained in Year 8.

Students in the Year 9 Challenge class will work a fast tracked Mathematics curriculum designed to stimulate and engage students not just in Mathematics.

We are proud to be involved with the Australian Mathematics Science Institute (AMSI) based at the University of Melbourne.

In Semester Two, students select a specialised course of study in Mathematics for Year 10. A student can achieve the highest results in Year 10 from any Year 9 class.

Year 10

As with Year 9, students will be allocated to either an advanced or mainstream Maths class based on their previous year's performance. However, there will be an opportunity for movement of students between classes at the end of Term 1 and at the end of subsequent terms. Students may be required to move from advanced classes to better enable them to achieve to their ability.

Students aiming to enter Mathematics B in Year 11 will require a Sound Achievement in a Year 10 Advanced Mathematics class. Also, students will need to have specifically achieved a pass grade in the unit on Simultaneous Equations and Algebraic Fractions, studied during Term 2, to select and be able to succeed in Mathematics B.

The Mainstream and Advanced Mathematics courses are different subjects in their content and assessment, being specifically designed to cater for differing student needs.

Learning support may be offered to students who need assistance with the literacy demands of the junior curriculum. A Head of Department, teacher or parent may refer students to the support staff.

MUSIC (YEAR 9)

LENGTH: One Semester

AIMS:

Year 9 Music aims to give students a well rounded introduction to the study of music, which like the other arts is an important part of our way of life.

In the course students encounter music in a variety of ways. They have the opportunity to play and sing music of all types, to create their own music and to learn to listen to music and to understand a variety of musical styles.

CONTENT:

The course is organized into one unit of work "Music's Greatest Hits".

Students will encounter the following topics:

1. Popular music (Top 20 / Jazz / Rock / Country)
2. Classical music
3. Music of Film, Television and Stage
4. Vocal music
5. Technology in music

PREREQUISITES:

Students need a sound achievement or better in Year 8 music and have satisfactory or better performance skills with an instrument. Students need to have an interest in learning about a wide range of music styles.

Students are expected to actively engage in performance opportunities (solo / small ensemble / large ensemble).

RELEVANCE FOR FURTHER STUDY / CAREERS:

This course is desirable for those wishing to study Year 10 music unless an instrument/voice is studied in the school instrumental program or through a private studio.

ASSESSMENT:

- **Listening**:
  One Written Test
- **Composing:**
  One Composition incorporating use of technology
- **Performing:**
  One Performance (Solo/Small ensemble)

FURTHER INFORMATION:

This course is suitable for students who want to become good listeners and appreciators of music.

It is very appropriate for students wishing to make a career out of music and those who have a recreational pursuit which may be continued after they leave school or revived later in life.

COSTS (Additional to TRMS charge):

A subject fee applies for consumables – eg adaptors, headphones, leads, strings, discs, concert admission and transport

SCIENCE

AIMS:

- To gradually develop students' abilities to process information and think critically in a scientific way
- To develop laboratory skills which demonstrate a high level of proficiency and safety
- To provide students with useful life knowledge and skills
- To enable students to design valid experiments and work towards drawing their own conclusions

CONTENT:

Year 9 Science
All Year 9 students will study the same Science course covering the following topics

Semester 1
- Introductory Chemistry
- Biotechnology

Semester 2
- Light/Electricity
- Human Body

COSTS (Additional to TRMS charges):

A subject fee applies in Year 9 for dissection / biotechnology materials and a Science competition (Advanced only)

Year 10 Science:
The Year 10 curricula will be split into two courses – Advanced Science and Core Science. Students will study one of the two courses explained below. Both courses will cover the following topics:

Semester 3
- Motion
- Genetics, Evolution and Cosmology

Semester 4
- Chemistry
- Healthy Body and Infectious Diseases

Core Science:
This will offer a more practical and less theoretical approach. Individual teachers will be given more flexibility to follow areas of student interest. Assessment will be of a standard type (exam, assignment, folio) but there will be more structure within this assessment to aid students.

Students will not be able to use this subject as a prerequisite for Physics, Chemistry, or Biology in Year 11, unless the student appeals with a strong case to the Head of Department, Science.

Students will be able to use a HA or VHA in this subject as a prerequisite for Science 21 and Marine Studies.

Advanced Science:

This course will offer advanced practical work and challenge students to develop a higher level of skills and knowledge than could previously be offered. This will not only benefit a student's academic performance, but also prepare the students more effectively should they choose a senior Science option in Year 11.

Obtaining a SA+ in this subject will be a prerequisite for Physics and Chemistry in Year 11. A grade of SA in this subject would be a prerequisite for Biology, Science 21 and Marine Studies.

At the end of Year 9, students will be allocated to a Year 10 Science course. That decision will primarily be based on students' work ethic and grades achieved in Year 9. Depending on individual progress through the year, students may be moved between Advanced and Core Science. The primary reason for doing this would be to provide a better outcome for students.

ASSESSMENT:

- Experimental Design
- Field Excursion Booklet
- Practical Tests
- Exams
- Practical Write-ups
- Bookwork
- Written Assignments

COSTS (Additional to TRMS charge):

A subject fee applies in Year 10 for a Genetics Experiment (Core) and a Science Competition and Gel Electrophoresis Experiment (Advanced)

SHOP A (YEAR 9) - a subject of Industrial Technology & Design

Year 8 students <u>may</u> be able to change their subject selections for Year 9 after they sample all the subjects offered in ITD

AIMS:

- Develop an understanding of materials and processes applying to a range of woodwork and plastic processes
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Introduce students to vocational education
- Develop hand skills
- Develop awareness of tradition and technology behind many every day products

CONTENT:

Plastics:
A modern material in common usage in many areas. Students will have an opportunity to study plastics in theory and produce articles in several types of plastic.

Woodworking:
The study of timber in various types of construction including woodworking, carcase and framing constructions.

Project Design, Workshop, Safety:
In the production of projects students will be exposed to plan reading, solving problems through design and applying safe work practices.

ASSESSMENT:

Classwork:
- Projects

Year 9:
Games Box, Push Mould, Desk Set, Jointing exercise

Exams:
- Practical
- Theory

COSTS (Additional to TRMS charge):

A subject fee applies in Year 9 to cover cost of consumables in projects and for Safety Equipment.

Early Payment is Essential

SPECIAL SUBJECT REQUIREMENTS:

The following are safety requirements in all practical areas of Industrial Technology and Design:

- Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- **Long hair is required to be restrained at all times. (Hair nets may be provided.)**

RELEVANCE FOR FURTHER STUDY / CAREERS ETC

- Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course.
- Shop A provides some basis for Technology Studies and Furnishings in the senior school.
- Shop A has particular relevance for students wishing to pursue a career in construction, furnishings or process manufacturing industry

SHOP B (YEAR 9) - a subject of Industrial Technology & Design

Year 8 students <u>may</u> be able to change their subject selections for Year 9 after they sample all the subjects offered in ITD

AIMS:

- Develop an understanding of materials and processes applying to a range of metal work processes
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Introduce students to vocational education
- Develop hand skills
- Develop awareness of tradition and technology behind many every day products

CONTENT:

Metalwork: The study of sheetmetal in various forms, fitting and fabrication (introduction), metal turning and art metal form. Students will have an opportunity to produce articles in the above areas and be exposed to theory in each area.

Electrical/Electronics: Students will be exposed to Basic Electrics Theory and will make projects using electronic components.

Mechanics: Students may encounter units involving theory of Internal Combustion Engines.

Project Design, Workshop Graphics, Safety in the Production of Projects: Students will be exposed to plan reading, solving problems through design and safe working practices

ASSESSMENT:

Classwork:

- Projects / Theory Test

Year 9:

Skills exercise, Electronic Toy Car, Junior Hacksaw, Keytag, Candle Holder, Aluminium Dish

COSTS (Additional to TRMS charge):

A subject fee applies in Year 9 to cover cost of consumables in projects and for Safety Equipment.

Early Payment is Essential

SPECIAL SUBJECT REQUIREMENTS:

The following are safety requirements in all practical areas of Industrial Technology and Design:

- Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- Long hair is required to be restrained at all times. (Hair nets may be provided.)

RELEVANCE FOR FURTHER STUDY / CAREERS ETC

- Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course.
- Shop B provides some basis for Technology Studies in the senior school and engineering.
- Shop B has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry

STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)

WHAT IS SOSE?
The Study of Society and Environment course centres on the way people interact with each other and with environments. A range of inter-related concepts and values underpins SOSE. These are drawn from History, Geography, Economics, Law, Civics and focuses on areas such as Aboriginal and Torres Strait Islander issues, Asian and Australian issues.

AIMS:
Through studies of SOSE, students will be able to:

- Search for, recognise, understand and explain the patterns and processes of the way objects are arranged on the earth's surface.
- Develop practical skills by which data may be obtained, analysed and presented
- Develop an empathy for other cultures and lifestyles through the understanding of the way people in different places interact both with each other and their environmental settings
- Become involved members of the community in which they live
- To develop opportunities for students to engage in the process of inquiry, so that they may develop knowledge, values and abilities, enabling them to become aware of capable participants in our modern democratic society
- To encourage students to understand that the past impacts on the present

CONTENT:
Is selected from a number of time periods and may include:

Year 9 -

- What is SOSE?
- I Object
- Globalization and Development of Youth
- Culture – Have your Cake and Eat it Too

Year 10 -

- Cert. I in Workplace Education
- Study of Indigenous Cultures
- Assault on the Land – sustainability and environmental issues and what we can do about it
- Independent Study – student chooses own topic to research

ASSESSMENT:
Assessment techniques include a wide range of items such as research tasks, model building, class tests, seminars, computer simulation, field work, research tasks, report writing, web page design.

Year 9 Challenge Class

Will focus on Enrichment in Social Science

- Living History (Presentation) Competitions: Asia Wise, Geography Competition
- Field Trip

10H SOSE Class

- Asia Wise
- Geography Competition
- Field Trip
- Field Trip

COSTS (Additional to TRMS charge):

Year 10: A subject fee will apply for two field trips with assessment items based directly on the field trips

Year 9: A subject fee will apply for Year 9.

EQUIPMENT NEEDED:

- 2 A4 page books
- Glue Stick
- Ruler
- Colouring Pencils
- Scissors

RELEVANCE FOR FURTHER STUDY / CAREERS ETC:

The processes and skills taught in SOSE (for example, researching and processing information and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Ancient and Modern History, Geography and Legal Studies.

On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:

- Journalism
- Law
- Teaching
- Administration
- Business
- Politics
- Travel Agent
- Police work
- Nursing
- Cartography (Map Making)
- Counsellor
- Tour Guide
- Town Planning
- Tourism and Recreation
- Meteorology
- National Parks Ranger
- Advertising
- Law
- Business
- Defence Forces
- Landscape architect
- Landscaper
- Pilot
- Flight Steward
- Child Care Worker

VISUAL ART

The Year 9 course is a six month course offered in Semester One and Semester Two 2010. (Year 10 runs for two Semesters – whole year)

AIMS:

The global or wider aims of the Junior Art Program reflect those of the P-10 Syllabus

- To develop creativity in the visual art process
- To acquire knowledge of the visual arts
- To acquire skills necessary for interpretation (to describe, analyse, interpret and evaluate/make judgments about Art), communication and production of art works
- To develop discrimination and appreciation of the visual world (to value and be confident in one's own creative ability, to value the artistic contribution of others in and to our society)

CONTENT:

Year 9 - Environment

Semester 1: The World Today

Term 1:

Sculpture -
- Ceramic semi-abstract / abstract pot minimum Size 30cm
- Influenced by the local flora and fauna
- Written Assignment (400-500 words)

Term 2:

Painting -
- Local Scape
- Acrylic on Canvas

RELEVANCE FOR FURTHER STUDY:

Desirable but not essential for those wishing to study Art in Year 10

ASSESSMENT:

Each term will contain these items:

- A completed quality piece of Artwork
- Worksheets
- Research recorded in Visual Diary
- Term 1 and 3 written assignments (500-600 words)

SPECIAL REQUIREMENTS:

In Year 9, the course structure builds on the basic introduction offered with the Year 8 Programs. This course is designed for students who have a genuine interest or proven aptitude in Art.

Students considering this course should have achieved a Sound Achievement or better in Year 8 Art.

COSTS (Additional to TRMS charge):

A subject fee applies in Year 9 for

- Excursion
- Printing frame
- Folio
- Clay and glazes
- Visual Diary/Flip file


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