



*Aspiring Together
A World of Opportunities!*

Laidley State High School

2022 - 2023

***Year 9 & 10 Subject
Selection Booklet***

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INTRODUCTION

Laidley State High School has been implementing the Australian Curriculum in the core learning areas of English, Maths, History and Science since 2013.

The Australian Curriculum is an online curriculum that provides maximum flexibility in how the curriculum can be accessed and organised. It has been developed in four stages and information about the National curriculum can be accessed at the following web address: www.australiancurriculum.edu.au

In each learning area, the Australian Curriculum includes content descriptions and achievement standards. The content descriptions specify what teachers are expected to teach. They include the knowledge, skills and understanding for each learning area at each year level in addition to providing a well-researched scope and sequence of teaching, within which teachers determine how best to cater for individual students' learning needs and interests.

At Laidley State High School we ensure that students have the opportunity to prepare for future learning by studying core subjects; English, Maths, Science, Health and Physical Education and History in addition to selecting subjects across faculties according to interest and ability. The curriculum delivered by Laidley State High School will:

- *provide students with the opportunity and the environment to achieve their best educational outcomes;*
- *ensure a consistent focus on literacy and numeracy;*
- *deliver a relevant, curriculum catering for the range of students in diverse ways;*
- *facilitate co-operative learning and encourage students to become independent learners and thinkers with the ability to contribute to group situations;*
- *position our students to take advantage confidently of emerging technologies;*
- *develop the skills and desire for lifelong learning in our students;*
- *enable students to be active, reflective members of the Australian and global communities.*

When selecting elective subjects, it is anticipated that students will consider feedback and suggestions from teachers, the Guidance Officer and other Career Education Advisers in making their subject choices.

The Year 9 Curriculum consists of the compulsory Core Learning areas of English, Mathematics, Science, History and Health and Physical Education and three Electives selected from the other Key Learning Areas.

English and Mathematics, Science and History are allocated 3 x 70 minute lessons per week. Health and Physical Education and History are allocated 3 x 70 minutes for one semester and each of the other electives is allocated 2 x 70 minute lessons per week.

It is also hoped that parents will work closely with the school in the design of their son's/daughter's course. Heads of Departments, along with teaching staff, will ensure that students are well informed of course offerings and requirements. It is anticipated that this close working relationship between parents, students and the school will provide the best education possible for each individual student.

It is vital that students carefully read this Handbook and become familiar with the curriculum structure and our offerings to take full advantage of the flexibility available. Parents should also make themselves familiar with the handbook so that they can support their students in the subject selection process.

Each Year 9 student will be issued with a copy of the Subject Selection Handbook.

RATIONALE

A subject selection approach to curriculum delivery caters for the needs, interests and abilities of all students and provides opportunities for them to develop to their full potential. Some specific advantages of this approach are:

- *It involves students in the CHOICE of their individual courses and makes them RESPONSIBLE for their own learning.*
- *It allows students to WORK at their OWN RATE, LEVEL OF ABILITY and MATURITY and allows for EXTENSION and REMEDIATION.*
- *It enables students to experience SUCCESS, as short term objectives are more easily attainable.*
- *It allows students to choose courses APPROPRIATE to their needs, interests and abilities.*
- *It actively involves PARENTS, STUDENTS and the SCHOOL in the selection process.*

PLANNING YOUR COURSE

The study of English, Mathematics, Science, History and HPE is compulsory in Year 9

- *Students in English and Mathematics may be grouped according to ability so that their interests and abilities will be catered for appropriately. Students will be able to move in and out of these groups as their progress allows. Students and/or teachers may be rotated in the core units.*
- *Students will study three elective subjects for 2 x 70 minutes periods per week. They will choose these electives from the Key Learning Areas (KLAs) of LOTE/Technology/The Arts.*

Remember choices can be revised and changes may be negotiated before the commencement of each semester.

In the following table, you will find the KLAs listed and the subjects offered within each.

Key Learning Area (KLA)	Subject/s Offered
The Arts	<ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts
English	<ul style="list-style-type: none"> • English
Health and Physical Education	<ul style="list-style-type: none"> • Health & Physical Education • Health & Physical Education Extension • Touch Football Excellence Program
Mathematics	<ul style="list-style-type: none"> • Mathematics
Science	<ul style="list-style-type: none"> • Agricultural Science • Science • STEM
Study of Society and the Environment (SOSE)	<ul style="list-style-type: none"> • History
Technology	<ul style="list-style-type: none"> • Digital Technologies • Economics and Business • Food Specialist (<i>previously Food Studies</i>) • Design & Technology (<i>previously Industrial Technology & Design</i>) • Materials & Technologies Specialisations (<i>previously Textiles</i>)

UNIT ORGANISATION

For each Key Learning Area, units are outlined in the handbook using the following format:

SUBJECT AIMS	This provides a brief overview of the educational objectives and desired student outcomes for the subject.
UNIT TITLE	Provides the focus for the unit and may include some areas of study/topics.
RESOURCES/TEXTS	Brief outline of possible materials/texts to be accessed.
PRE-REQUISITES	A recommended study pathway in this subject area.
ASSESSMENT	Outline of the instruments used to award achievement levels
COSTS	An indication of anticipated costs likely to be incurred in addition to the resources contribution.
CAREERS	An indication of potential career pathways in this subject area.

SPECIAL EDUCATION AND LEARNING SUPPORT PROGRAM

Special Education Program

At Laidley State High School we aim to provide all students an equal opportunity to demonstrate their knowledge and skills in a caring, supportive learning environment regardless of their disability.

Students with a *verified diagnosis* of a disability will be profiled through the Education Adjustment Process (EAP) and have an Individual Curriculum Plan (ICP) developed in consultation between the Special Education staff, teachers, teacher aides, parents and students.

Students with disabilities will be integrated into mainstream classes with their same-aged peers and supported through intensive assistance and adjusted programs that are suited to the abilities, needs and goals of individual students.

Learning Support Program

Students with *learning difficulties* are supported through a whole school intervention approach which focuses on school communities providing intensive intervention based on State standards and school-based expectations.

Intensive intervention involves classroom teachers, Learning Support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty in the literacy and numeracy demands of the curriculum.

Students with learning difficulties participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students with learning difficulties must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course study requirements. Each case must be considered on an individual basis and decisions reached through consultation.

HOMework

1. Homework is assigned by most teachers in most subject areas on a regular basis.
2. You are expected to complete all tasks within the given period of time.
3. Neglect of home tasks or refusal to do them may attract a consequence from the teacher/s.
4. Your school diary is to be taken to all lessons and homework entered in it as given by the teacher.
5. A guide to the amount of time you will ideally spend on homework is as follows:
 - i. Years 7 to 9: 1 - 1½ hours per night
 - ii. Years 10 to 12: 3 hours per night
6. There are three types of homework:
 - iii. **SET HOMEWORK:** This is work set by the class teacher and is to be completed for the day and period for which it is set.
 - iv. **STUDY HOMEWORK:** This is revision work and is your responsibility. Some time should be devoted each night to reviewing work which has been learnt previously to ensure that knowledge and understanding are retained.
 - v. **ASSIGNMENTS:** Plan ahead the time to spend on assignments so that you do not leave it to the last minute and run the risk of being late in submitting it. It is wise to complete your assignments over a period of time, not in one night!

REMEMBER: Around 80% of new learning is lost in the first 24 hours!

Research shows that the following revision program is generally effective after a 1 hour learning session

<i>10 minutes later</i>	-	<i>Revise for 10 minutes</i>
<i>1 day later</i>	-	<i>Revise for 5 minutes</i>
<i>1 week later</i>	-	<i>Revise for 2-3 minutes</i>
<i>1 month later</i>	-	<i>Revise for 2-3 minutes</i>
<i>6 months later</i>	-	<i>Revise for 2-3 minutes</i>

Studying requires the student to:

- ✓ Organise thoughts, time work and materials
- ✓ Make a positive commitment to achieving goals
- ✓ Develop a variety of skills and techniques
- ✓ Actively participate in the learning process

In order to become **organised** you will need to consider:

- **WHERE** you study
- **WHEN** you study
- **WHAT** you study
- **HOW** you study



STUDY TIMETABLE						
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>

TERM ASSIGNMENT PLAN				
<i>Assignment</i>	<i>Subject</i>	<i>Teacher</i>	<i>Draft Due</i>	<i>Final Due</i>

For help with study techniques, contact your teacher or the schools Guidance Officer.

WHEN YOU PARTICIPATE IN CLASS, ORGANISE HOMEWORK AND STUDY ACTIVELY, YOU ARE WELL ON THE WAY TO SUCCESS



I learn from my mistakes
 I revise my notes each night
 I use a variety of ways to learn
 I am active in my study methods
 I do things to help me remember
 The time I spend studying is effective
 I follow my study timetable in preparation for exams
 I make useful summaries and study them before exams
 I am able to pick out the main points from books or notes

STUDY TECHNIQUES

My homework is finished on time
 I use a study/homework timetable
 I correct the mistakes I make in my homework
 I write down the homework I am given in class
 I take home the books I need to do my homework
 I work away from distractions such as TV and phones
 I have a regular time and place for doing my homework
 With large assignments I plan how I will complete them on time

HOMEWORK PATTERNS

I arrive on time for each class	I ask questions when I don't understand
I take notes regularly	I have books and materials I need for each class
I concentrate on the work I am given	I concentrate on what the teacher is saying
I answer questions I am asked by my teachers	I don't talk to other students when I shouldn't

CLASSROOM BEHAVIOUR

THE TRIANGLE TO SUCCESS



*Aspiring Together
A World of Opportunities!*

COMPULSORY

CORE

SUBJECTS

Ambition Self Belief Perseverance Integrity Respect Empathy

ENGLISH

AIMS (Year 9): The English curriculum involves learning about English language, literature and literacy. These three interrelated areas of learning form the core of the English curriculum and provide the foundation for study across all curriculum areas. The three strands of language, literature and literacy are interwoven to inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading/viewing and writing/creating.

The English curriculum aims to ensure that students:

- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

Year 9			
Unit 1 Representations of Australian Identity	Unit 2 Persuasive Argument	Unit 3 Exploring ethical issues in a drama text	Unit 4 Novel Study
<p>In this unit, students listen to, read and view a variety of popular culture texts and analyse how text structures and language features have constructed a representation of Australian identity. Engaging with genre of blogs and vlogs, students experiment with features that allow authors to create different levels of meaning in their writing.</p> <p>Assessment: Blog or Vlog in response to a popular culture text</p>	<p>In this unit, students will examine representations of issues. Students will listen to, read and view literary and non-literary texts featuring different perspectives of issues and evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences.</p> <p>Assessment: Persuasive Speech</p>	<p>In this unit, students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students explore themes of human and cultural significance and interpersonal relationships. They examine the representations of issues in a drama text.</p> <p>Assessment: Analytical essay (in-class exam)</p>	<p>In this unit, students read a novel to study closely the ways characters and themes are constructed. They read, listen to and view the text to build their understanding of the ways text structures and language features construct representations of characters and themes in novels.</p> <p>Assessment: Narrative Treatment</p>

AIMS (Year 10): English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, communicate and build relationships with others and the world around them. English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

CONTENT: In preparation for senior pathways, students will be streamed into Year 10 English classes based on their historical achievement in English to date and their preferred/suggested English pathway for Senior study. Considering this, the Year 10 English Work Program consists of a range of possible units of work and assessment based on the cohort of students and each class. A SAMPLE of what could be studied is below as a guide.

Year 10

<i>Unit 1</i> Responding to literary texts	<i>Unit 2</i> Reading, comprehending and transforming a novel	<i>Unit 3</i> Responding to interpretations of Shakespeare	<i>Unit 4</i> Critical Literacy – analysing gender representations	<i>Unit 5</i> Responding to poetry
Students analyse and evaluate a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment.	Students read and respond to a contemporary novel that explores issues relevant to society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students create a creative response of their own utilising key themes of the studied text.	Students read a play or view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film. Alternatively, students may construct a persuasive response in relation to a Shakespearean play.	Students read, view and analyse the techniques used in advertising texts paying particular attention to the representations of gender. Students write an analytical response to analyse and interpret representations which influence audience interpretation and response.	Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts.

RESOURCES/TEXTS:

- English Alive Book 3 and 4
- English Elements Book 3
- Nelson Queensland English Book 3
- BKSB
- A variety of poetry texts
- Various Novels

PREREQUISITES: Nil

ASSESSMENT:

- Written examinations
- Assignments
- Oral presentations
- Portfolios of class activities
- Stimulus or reflection responses
- 2-3 pieces of assessment per semester

COSTS: (In addition to the Resource Hire Scheme) If there is a relevant production or film, participation in such excursions is encouraged. Average cost is approximately \$20-\$30.

CAREERS: A pass in English is a requirement for most careers.

HEALTH AND PHYSICAL EDUCATION

AIMS: Students use their interests in, and experiences of, health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

CONTENT: *Students will undertake the following units of study: (HPE is studied for 1 Semester)*

Year 9			
Health Units			
<i>Unit 1</i> Me and Glamour TV	<i>Unit 2</i> Active Life, Long Life		
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Self-esteem Body Image Influence of media on body image 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Health-related fitness Circuit training Developing circuit training programs 		
Physical Units			
Touch Football	Netball	Athletics	Cricket

Year 10			
Health Units			
<i>Unit 1</i> Respectful Relationships	<i>Unit 2</i> Looking After Yourself and Others		
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Communication in relationships What makes a good relationships Considerations in relationships 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Circulatory system Cardiovascular diseases Risk factors Risk analysis 		
Physical Units			
Tennis or Volleyball	Ultimate Disc or European handball	Athletics	Softball or Field Hockey

NOTE: This subject is designed to support the research that it is widely recognised that physical activity is essential for good health and wellbeing, enhances students' educational outcomes, supports their personal development and promotes lifelong active lifestyles.

RESOURCES/TEXTS:

- Students will be given handouts and access to digital technology with all required information for each unit.

PREREQUISITES: N/A

ASSESSMENT:

- Practical assessment.
- Written Report
- Brochure (Year 10 Only)

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology.

HISTORY

AIMS (Year 9): The Year 9 History curriculum covers the Making of the Modern World and Australia from 1750 to 1901. This period involved the transformation of an “Old World” and the creation of ‘New World’ settler societies. Students will study one semester of history in either semester one or two, alternating with Health and Physical Education.

There are three key broad inquiry questions that will be considered by students:

- How do beliefs and values influence people's way of life?
- How do societies interact?
- Why do societies change?

The course is organised around two depth studies:

- Overview: The Making of the Modern World
- Depth Study 1 – Industrial Revolution: Changes in Europe as a result of Industrialisation
- Depth Study 2 – World War One: Australian Experience of World War One

CONTENT: *Students will undertake the following units of study:*

Year 9	
Unit 1 Industrial Revolution	Unit 2 World War One
<ul style="list-style-type: none"> • New Inventions • Why did the Revolution Occur? • Population Movements & Changing Settlement Patterns • Life Experiences: Men, Women, Children • Resisting Revolution • Short & Long Term Impact of Industrialisation 	<ul style="list-style-type: none"> • Causes of the War • Why did people Enlist? • Where did Australians Fight during WWI? • The Nature of Warfare • Gallipoli • The Impact of War on Australia • Role of Women in Wartime Australia • Conscription • Commemoration of Anzac Day • The Anzac Legend

AIMS (Year 10): The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing. Students will study one semester of history in either semester one or two, alternating with Health and Physical Education.

There are three broad inquiry questions that will be considered by students:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

The course is organised around two depth studies:

- Overview: The Interwar years
- Depth Study 1 – World War Two
- Depth Study 2 – Rights and Freedoms

Year 10

<i>Unit 1</i> World War Two	<i>Unit 2</i> Rights and Freedoms
<ul style="list-style-type: none">• The interwar years• Great Depression• Examination of significant events including the Holocaust and use of the atomic bomb• Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)• The impact of World War II, on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)• The significance of World War II to Australia's international relationships in the twentieth century,	<ul style="list-style-type: none">• Students investigate struggles for human rights in depth including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.• The origins and significance of the Universal Declaration of Human Rights• Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms• The US civil rights movement and its influence on Australia• The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world• Exploring popular culture in Australia and around the world post WWII.

RESOURCES/TEXTS: Nelson Connect with History, Jacaranda History Alive.

PREREQUISITES: Nil

ASSESSMENT:

- Exams
- Written Assignments
- Research Journal
- Presentation

COSTS: (In addition to the Resource Hire Scheme) Nil. At times excursions may be offered to students.

CAREERS: This course provides the foundation for those interested in a wide and varied field related to social and educational services, for example, foreign affairs, politics, public service, law, journalism, teaching, and many other professions requiring skills in communication, research, analysis and decision-making.

MATHEMATICS

AIMS: To ensure that students:

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

CONTENT: *Students will undertake the following units of study:*

Year 9		
	<i>Unit 1</i>	<i>Unit 2</i>
Semester 1	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically • Linear and non-linear relationships: Calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras's theorem, calculate the midpoint of a line segment. • Using units of measurement: calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Patterns and algebra: expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions • Geometric reasoning: describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area. • Pythagoras and trigonometry: apply Pythagoras' Theorem to check if a triangle is acute, right-angled or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, & calculate unknown angles in right-angled triangles.
	<i>Unit 3</i>	<i>Unit 4</i>
Semester 2	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation. • Money and financial mathematics: use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest. • Patterns and algebra: review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion, investigate special cases of binomial expansion (perfect squares, the difference of squares). • Data representation and interpretation: consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct and compare histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: express numbers using scientific notation and perform operations using the index laws. • Linear and non-linear relationships: model relationships between variables and link algebraic, graphical and tabular representations of those relationships. • Using units of measurement: investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws. • Chance: determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).

Year 10

		Unit 1	Unit 2
Semester 1	<i>Unit 1</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Pythagoras and trigonometry: revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. Chance: describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Pythagoras and trigonometry: perform operations with surds, apply Pythagoras' theorem and trigonometry to three dimensional problems, establish and apply the sine and cosine rules and solve related problems, define and graph trigonometric functions and solve simple trigonometric equations. Chance: evaluate media statements and statistical reports. 	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Patterns and algebra: apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. Linear and non-linear relationships: explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate & solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles & exponential functions. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Patterns and algebra: choose appropriate methods to factorise monic and non-monic quadratic expressions.
	<i>Unit 3</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Using units of measurement: solve problems involving the calculation of volume and surface area of pyramids, cones and spheres. 	<i>Unit 4</i>
Semester 2	<i>Unit 3</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Using units of measurement: solve problems involving the calculation of volume and surface area of pyramids, cones and spheres. 	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Real numbers: define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. Linear and non-linear relationships: identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials.
	<i>Unit 4</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Real numbers: define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. Linear and non-linear relationships: identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials. 	

RESOURCES/TEXTS: A variety of texts and teacher resources will be used. Scientific calculator is required, and can be purchased from the school administration office.

PREREQUISITES: Nil

ASSESSMENT:

- Assignments & Tests

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Data processor, Sales assistant, Credit officer, Metallurgist, Exporter, Optometrist, Actuary.

SCIENCE

AIMS: The Australian science curriculum aims to ensure that students develop:

- an interest and curiosity in science
- an ability to investigate questions about the world using scientific inquiry methods
- an ability to communicate their scientific understandings and findings
- an ability to solve problems and make informed, evidence-based decisions
- an understanding of historical and cultural aspects of science
- a solid foundation in science knowledge and understanding of the biological, physical and earth and space sciences

CONTENT: *Students will undertake the following units of study:*

Year 9			
Biology	Physics	Earth and Space	Chemistry
<p>In this unit students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach.</p> <p>Students will also engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist.</p>	<p>Throughout this unit students will build on their knowledge of energy transfer to include the wave-based models of sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials.</p>	<p>In this unit students will explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries.</p>	<p>Within this unit students engage in the exploration of chemical reactions and the application of these in living and non-living systems. Students develop understanding that chemical change arises from new substances being formed by the rearranging of atoms.</p>

Year 10			
Biology	Physics	Earth and Space	Chemistry
<p>Throughout this unit students explore genetics and heredity. They will investigate DNA and explore genetic diseases. They will track heritable conditions on pedigree. Students will analyse monohybrid multi-generation crosses and predict the genotypes and phenotypes of offspring.</p> <p>Students will also develop an understanding of the theory of evolution by natural selection and Biodiversity.</p>	<p>In this unit, students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. Students conduct a range of different investigation to collect quantitative data and apply the laws of physics including Newton's Laws of Motion to predict and describe motion.</p>	<p>Within this unit students will explore how the Earth's four spheres make up the global systems. They will consider how matter cycles within and between these spheres are affected by human impacts, such as the carbon cycle and climate change.</p> <p>Students will also explore features of the universe including galaxies, stars and their life cycles. They will consider different scientific theories for the origin and fate of the universe. They will see how secondary data is analysed to describe astronomical phenomena.</p>	<p>In this unit students will identify patterns in atomic structure and properties and how these relate to the organisation of the Periodic Table. They use their understanding of electron arrangement to predict the formation of ions and the products of chemical reactions.</p> <p>Students will explore the factors that affect reaction rates. They will examine different types of reactions and consider the usefulness of the products.</p>

RESOURCES/TEXTS: Various texts and teacher resources.

PREREQUISITES: Completion of the previous year science course.

ASSESSMENT:

- Practical reports
- Scientific reports
- Exams

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: This course provides a foundation for students to undertake a senior science and for those interested in a career in the sciences, engineering or similar.



*Aspiring Together
A World of Opportunities!*

ELECTIVE SUBJECTS

Ambition Self Belief Perseverance Integrity Respect Empathy

AGRICULTURAL SCIENCE

AIMS: This course serves to develop underpinning knowledge of Agricultural Science with an emphasis on factors which influence animal production and plant productivity. The program has equitable division between theory and kinaesthetic (practical) work. Students will have an opportunity to carry out a range of Field Based Learning Activities and should come to recognise the importance of plant maintenance and animal husbandry to production efficiency of plants and animals. This course is over two year's duration, commencing when students are in Year 9. Students will be afforded the opportunity to observe and / or undertake animal husbandry procedures. Students will also be allocated the responsibility of ensuring that the welfare of poultry is optimal while kept on site.

CONTENT: *Students will undertake the following units of study:*

Year 9 & 10			
Unit 1	Unit 2	Unit 3	Unit 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Introduction to Agricultural Science <ul style="list-style-type: none"> ○ Elements of Agriculture ○ Occupational Health and Safety ○ Agricultural Industries ○ Cropping and Horticulture ○ Natural and Rural Systems 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • The animal environment <ul style="list-style-type: none"> ○ Climatic Environment ○ Spatial Environment ○ Social Environment ○ Animal Welfare and Ethical Considerations 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Animal health <ul style="list-style-type: none"> ○ Animal Handling and Husbandry ○ Types of Disease ○ Disease Transmission, Symptoms and Control Measures ○ Disease Prevention and Biosecurity 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Plant science <ul style="list-style-type: none"> ○ Requisites for Growth ○ Processes and Responses

NOTE: Concepts of sustainable production underpin all units throughout the course. During Year 10 students will also consider the importance of mechanisation within the Agricultural sector and machinery purposes, componentry and effective operation.

RESOURCES/TEXTS: Dynamic Agriculture Years 7-10 by Lisle Brown et.al. and teacher resources

PREREQUISITES: Pass in year 8 Science, Maths and English

ASSESSMENT:

Students will be exposed to a range of assessment types including:

- Examinations
- Written Tasks
- Multimodal Presentations
- Practical demonstrations

COSTS: (In addition to the Resource Hire Scheme). Nil

CAREERS: This course provides the foundation for those interested in undertaking Agricultural Practices and has career pathways in the fields of Agriculture, Veterinary technology and Agribusiness.

CPC10120 Certificate I in Construction

VET subject RTO number: 31193

VET

OVERVIEW: This is a practical course that requires students to become competent in skills necessary for entry into several building and construction trades. This qualification is offered by Blue Dog Training in conjunction with Laidley State High School.

DELIVERY: The program is delivered during normal school hours as part of a student's regular school timetable. Training and assessment is via Blue Dog Training's blended mode of delivery which comprises both online training and face to face classroom based training. Blue Dog Training trainers and assessors attend schools on a structured basis throughout the school year. Theory, practical classes and assessment are planned within the school timetable. Practical activities are completed within the school's ITD Faculty.

OUTCOMES AND FURTHER PATHWAYS:

Completion of this qualification is a useful step towards the following career pathways:

- Carpenter, Bricklayer, Tiler, Plasterer, Painter, Plumber, Civil

COSTS: Laidley SHS recommends students utilise their VETiS funding to obtain this qualification. Normally students are only able to use VETiS funding for one qualification; if students utilise their VETiS funding to complete the Certificate I Building and Construction with Blue Dog Training in Year 10, they will be able to complete the Certificate II Engineering Pathways with Blue Dog Training in Years 11 & 12 for no additional fees. For students who have previously used their VETiS funding or who do not wish to use their VETiS funding, the cost of this qualification is \$1200.



BLUEDOGTRAINING

VET IN SCHOOLS (VETIS) PROGRAM

CPC10120 CERTIFICATE I IN CONSTRUCTION

What is VETiS?

Vocational education and training (VET) in Schools (VETiS) is the delivery of nationally recognised training to secondary school students, providing them with the skills and knowledge required for employment in specific industries.

Qualification Details

The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

There are no entry requirements and possible career pathways include:

- Carpenter
- Plaster
- Bricklayer
- Painter
- Tiler
- Plumber

Course Information

The Blue Dog Training VETiS program is a partnership between a student's school and Blue Dog Training for the delivery of the specified qualification.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on line training and face to face classroom based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Course Duration

Typically commencing in Year 10 or 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Funding and Eligibility

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee free. To be eligible to enroll in a Blue Dog Training VETiS program, students must:

- be aged 15 years or older
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

For more information on government funding for VETiS can be accessed at: <https://desbt.qld.gov.au/training/providers/funded/vets>

In situations where a school student is not eligible for funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training.



Call one of our industry-current trainers for more information

Effective as of 31 December 2021. For most recent updates, visit www.bluedogtraining.com.au



RTO No. 31193

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BLUEDOGTRAINING

VET IN SCHOOLS PROGRAM

CPC10120 Certificate in Construction

To achieve this qualification, a student must demonstrate competency in 11 units of competency as follows:

- 8 core units of competency and
- 3 elective units of competency.

Core

CPCCCM2004*	Handle construction materials
CPCCCM2005*	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry

Elective

CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

NOTES

* Prerequisite units of competency An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met.

Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

Mandatory Workplace Health and Safety (WHS) training The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information on this qualification is available at: <https://training.gov.au/Training/Details/CPC10120>



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CHC24015 Certificate II in Active Volunteering

VET subject RTO number: 6020

VET



Qualification description: This is a nationally accredited course which is recognised throughout Australia. It is designed to provide students with the opportunity to develop and enhance their employability skills, whilst helping to make a difference to the lives of others and improving the school and local community.

Refer to www.training.gov.au for specific information about the qualification.

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a one-year course delivered in Year 10 on site at Laidley State High School on behalf of Volunteering Queensland (RTO number 6020)

Course units: Students are required to successfully complete 7 competencies to achieve their Certificate II in Active Volunteering (CHC24015) from the CHC Community Services Training Package and students must also complete 20 hours of volunteer work. This will enable students to demonstrate in a practical manner the ability to apply the theoretical knowledge they gain through their training.

Units of Competencies		
CODE	TITLE	CHC24015
CHCDIV001	Work with diverse people	CORE
CHCVOL001	Be an effective volunteer	CORE
HLTWHS001	Participate in workplace health and safety	CORE
BSBCMM201	Communicate in the workplace	CORE
BSBITU211	Produce digital text documents	ELECTIVE *
BSBWOR202	Organise and complete daily work activities	ELECTIVE *
PUACOMO148	Contribute to community safety	ELECTIVE *

Learning and assessment: This is a competency-based course. Students will have a number of opportunities to demonstrate that they can competently complete the set activities over the course of study

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical activities
- Short answer written assessment
- Volunteer placement
- Project work
- Case studies
- Observation

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Potential activities: Students will be provided with the opportunity to do Structured Workplace Learning where they are provided with the opportunity to work in the 'real world'. The students may be involved in projects such as horticulture, Teacher Aide duties and school breakfast club. Volunteer hours may also include school time activities such as Clean Up Australia and local sporting events. From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

QCE credits available: Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Nil

Costs: \$175 (Volunteering Queensland training and administration fees). Please be aware that these prices may be subject to change prior to commencement of the course in 2022.

Careers and pathways: The Certificate II in Active Volunteering can support students in gaining essential skills for the following pathways: policing, nursing, community health, aged care, childcare, youth work and social work. The certificate also increases employability skills.

Student information: Laidley State High School does not guarantee that students will complete their qualification or Units of Competencies. The school does not guarantee an employment outcome upon completion of this course

DANCE

AIMS: Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes. They recognise that the Arts provide career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

CONTENT: Students will undertake the following units of study:

Year 9			
<i>Term 1</i> Everybody Dance Now	<i>Term 2</i> The Dance Connection	<i>Term 3</i> Life is a Cabaret	<i>Term 4</i> Pushing the Boundaries
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Hip Hop and Popular Dance Styles Safe Dance Practices Body Awareness Transitions Choreographic devices Dance Elements: Focus Form (structure); Space Time: musical notation; Dynamics: movement qualities Developing Dance Sequences 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Social Dance History of Social Dance Cultural and Social Contexts of Social Dances Fad Dances Repetition Floor Patterns Creating a "Fad" Dance 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Musical Theatre History of Musical Theatre Cultural and Social Contexts of Musical Theatre Use of Props Drama in Dance Analysis: application of an analysis model on selected sequences of movements within a dance work. Choreographing a dance suitable for the Musical Theatre context 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> The Early Years of Contemporary Dance: Pioneers Loie Fuller: Lighting and Costumes Isadora Duncan: Freedom of Constraints Martha Graham: Graham Technique Abstraction Improvisation Accumulation and Canon Choreographing a contemporary style dance in response to stimulus

PREREQUISITES: Nil

Year 10			
<i>Term 1</i> Dances of the People	<i>Term 2</i> Dance On Screen	<i>Term 3</i> Pointes to Parallel	<i>Term 4</i> Thinking Outside the Square
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Ritual Dance Cultural and Social Contexts of Ritual Dances Characteristics of Ritual Dance Purpose of Ritual Dance Form: Repetition, Ternary Image and Imageless Ritual dance Creating a Ritual Dance Floor patterns: Choral, Round, Line, Chain, Serpentine Dance Masks Modern-Day: Rites of Passage 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Dance in Popular Video Clips, Advertisements and Movies Wide variety of Dance Genres linked to the chosen examples including Hip Hop, Tap, Jazz, etc. Camera Shots Camera Movement Length of Shot Considerations for Filming Analysing the Video Creating a Video Clip 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Ballet and Contemporary Dance History of Ballet Cultural and Social Contexts of Ballet and Contemporary Dance Ballet and Contemporary Technique and Terminology Mao's Last Dancer Blending of Dance Genres Ghost Dancers 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Modern and Post- Modern Dance Experiments in Space Chance Choreography Pedestrian Movements Choreographic Devices including Accumulation, Retrograde, Canon, Ternary, Chance etc. Costume, Lighting and Sound Stage Space

RESOURCES/TEXTS: Dance: Count Me In; various DVDs and CDs

PREREQUISITES: A pass in either year eight or nine Dance or through consultation with the Dance Teacher.

ASSESSMENT:

- Performance
- Choreography
- Exam
- Multi-media presentation
- Assignment
- Journal

COSTS: Possible guest artists and/or excursions

CAREERS: Professional Dancer/Performer, Choreographer, Dance Teacher, Dance Analyst, Administration in the Arts, Primary/High school Teacher, Studio Owner, Reviewer, and Model to name a few.

DESIGN & TECHNOLOGY

(PREVIOUSLY INDUSTRIAL TECHNOLOGY & DESIGN)

AIMS: This course aims to further develop the knowledge and skills required to successfully produce articles constructed from timber, plastics and related materials. The focus being on the application of available technologies and processing methods to create successful projects from the chosen materials and the use of suitable construction methods and surface and finishing processes.

Students are challenged to design and develop products using a range of technology skills, sketching and CAD in both 2D & 3D formats, hand & fixed or portable power tools and 3D printing & engraving, along with information about different materials and processes to produce projects that meet detailed specifications.

CONTENT: *Students will undertake the following units of study:*

Year 9			
<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Timber Workshop Induction (WH&S, Tool Safety) • Product -Timber Toy. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Metal Workshop Induction (WH&S, Tool Safety) • Product – Multi Function Key Ring. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Computer Aided Design and Computer Numerical Control production. • Product – CNC products & folio. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Design and Production Process • Manufacturing Process • Product - CO2 Dragster

Year 10			
<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Timber Workshop Safety (WH&S, Tools and Machinery) • Product – Passive Speaker 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Design and Production Process • Manufacturing Process • Product – Timber & Plastic product. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Metal Workshop Safety (WH&S, Tools and Machinery) • Product – Sheet Metal Toolbox 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Computer Aided Design and Computer Numerical Control production. • Product – CNC products & folio.

RESOURCES/TEXTS:

- Workshop
- Computer-Aided Design

PREREQUISITES: Nil

ASSESSMENT:

- Practical Projects
- Multimodal Presentations / Theory Booklets

COSTS: (In addition to the Resource Hire Scheme), \$40 for Year 9; \$75 for Year 10

CAREERS: This course provides a foundation for students to undertake senior studies in Furnishing Skills, Building and Constructions Skills, Industrial Graphics, Certificate I in Building and Construction and Certificate II in Engineering Pathways. It is suggested for those interested in a career in design, engineering, furnishing, building and construction industries.

DIGITAL TECHNOLOGIES

AIMS: As 21st century learners, Digital Technologies students will work independently and collaboratively to plan, design and develop a range of digital solutions. Students will develop critical and creative thinking skills and learn the importance of project management and decomposition. When creating digital solutions, students investigate privacy and security risks, legal obligations and sustainability requirements associated with technology and develop appropriate communication protocols when sharing in online environments.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 Game Maker	Unit 2 Piece of Pi	Unit 3 There's an app for that!	Unit 4 Eco Island
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a series of games using GameMaker Language (GML). Plan and manage a digital project and develop skills using object-oriented programming. Explore Game Design including goals & dynamics, mechanics and elements. Explain how images and audio data can be represented and presented in a digital solution. Design user experiences and algorithms. Define and decompose problems in terms of functional and non-functional constraints. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore the Raspberry Pi credit sized portable computer including its hardware and software. Work collaboratively to manage and complete digital projects. Use OneNote to communicate team ideas, development issues and progress online. Investigate the security implications of digital devices. <i>Explore Linux as an alternative operating system and inclusive software variants.</i> 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a prototype app using 'App Lab', an online programming interface. Consider the User Experience (UX) and User Interface (UI) in the design phase of app development. Understand the role and importance of user testing and development logs when creating digital solutions. Explore the risks, sustainability, privacy and security issues associated with app development. Evaluate app development using a range of criteria to consider the needs of users. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a model Island that addresses economic, social and sustainable needs. Use a range of electronic components including 9V batteries, solar panels, and LEDS to enhance digital solutions. Understand the role of databases for storing and retrieving data. Investigate SQL, DDL and data dictionaries. Use Microsoft Access to create databases. Apply digital signatures and encryption to protect confidential information. Develop online surveys to source data from stakeholders.

YEAR 9 ASSESSMENT:

- GameMaker –Game development -Individual Project
- Raspberry Pi -Minecraft Tutorials -Group Project
- App Development -Individual Project
- Eco Island -Group Project

Year 10

<i>Unit 1</i> Pi Adventure	<i>Unit 2</i> Crack it, Break it!	<i>Unit 3</i> Python Party	<i>Unit 4</i> Picture this!
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Use a Raspberry Pi to create an intermediate digital solution using Scratch 3. • Utilize input and outputs (I/O) connectors of the device to attach external components. • Explore a range of electronic components to utilise input/ outputs including breadboards, LEDs and various secondary devices. • Design user experiences and algorithms. • Explain how elements of the digital solution operate within a local network. • Collaboratively plan and manage interactive digital projects. • Define and decompose problems in terms of functional and non-functional constraints. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Use Python to develop a Caesar Cipher to encrypt, decrypt and share messages. • Investigate the Caesar Ciphers using a BBC Micro:Bit. • Explore the history of cryptography and how it has shaped our world. • Investigate cyber security and the importance of ethical hacking. • Apply digital security methods and user interface strategies to develop a digital solution. • Develop an understanding of Python as a text-based programming language. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Develop a range of games using Pygame and Pygame Zero. • Apply text-based programming language to develop games. • Explore the roles of algorithms and flowcharts in game development. • Investigate user needs and user interface elements to develop an entertaining game. • Code score boards and challenges to take the game to the next level. • Seek feedback from stakeholders to improve digital solutions. • Evaluate Python games using the criteria of social, technical and usability. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Develop a webpage using Adobe Dreamweaver. • Develop basic coding skills applying HTML and CSS to create a rich text webpage. • Consider UI and UX in design phase of web development. • Consider the various ways to develop webpages including basic HTML & JavaScript, Web-Authoring Software and Content Management Systems. • Explore the information processing cycle and technological change. • Use Photoshop to manipulate and enhance images for a variety of purposes. • Investigate the representation of data including compression and decompression.

PREREQUISITES: Sound Achievement in English is desirable

YEAR 10 ASSESSMENT:

- Pi Adventure - Raspberry Pi Group Project
- Network Security & Cryptography - Individual Project
- Python Party – Individual Project
- Web Authoring (Website development) Group Project

COSTS: It is expected that students will have a 16GB USB and maintain an appropriate amount of print credit at all times.

CAREERS: Computer Programmer, Website Developer, Visual Designer, Software Developer, Android Technician, sustainability consultant /coordinator and Information Technology Systems related positions.

DRAMA

AIMS: Drama is one of the oldest art forms known. It is the making and communication of meaning. Involving both performers and audiences, it encourages people to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment.

CONTENT: Students will undertake the following units of study:

Year 9			
<i>Term 1</i> Back to Basics	<i>Term 2</i> Monologues	<i>Term 3</i> Class Clowns	<i>Term 4</i> From Page to Stage
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Consolidating the basic acting skills developed in Year 8 Core theory underpinning the study of drama – the elements of drama Building confidence and ability in performing Developing ensemble skills Extending Improvisation skills Interpreting character, action and meaning from scripted work Detailed creation of character profiles 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Characterisation and role Creating interesting and engaging characters and stories Writing from a character's perspective Monologue conventions and monologue structure Studying and exploring different types of situation Establishing and developing tension in both script and performance Acting skills and staging 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> An introduction and exploration of contemporary Clowning skills and conventions as a means of developing and nurturing acting skills, stage presence and confidence in performance ability Rules and conventions of contemporary Clowning Specialist Clowning acting and performance skills Responding to performance – analysis and evaluation of peer and professional work 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> The artistic, theoretical and technical knowledge and skills that have been developed throughout previous units in order to prepare a scene from a published script for performance Revision of character development, stage craft and technical theatre Reading, deconstructing and analysing a published play script The rehearsal process Realism-based approach to preparing and presenting scripted scene Compiling a production journal

PREREQUISITES: Sound Achievement in Year 8 Drama and English is desirable.

Year 10			
<i>Term 1</i> Collage Drama	<i>Term 2</i> Scripted Text	<i>Term 3</i> Commedia dell'Arte	<i>Term 4</i> Analytical Eye
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore conventions of Collage Drama Research a social issue Workshop ideas for group-devised Collage Drama Script a Collage Drama Cast and rehearse Collage Drama Develop ensemble and rehearsal skills Present to an audience 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> At-home reading of play text (E.g. X-Stacy) Workshop Realism style Shared reading of selected scenes Exploration of play's themes Analysis of how the dramatic languages help to convey the play's themes Devising and consultation Performance and rehearsal techniques Performance of play excerpt for peer audience 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore history and purpose of Commedia dell'Arte Explore the stock characters of Commedia dell'Arte Workshop lazzi (stock scripts) Workshop use of masks in character Development of Commedia scene – situation, roles, relationships, tension Improvise and build scene Keep journal of ideas, decisions and changes 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore conventions of relevant performance style and elements of drama language View live/recorded live theatre performance Debrief/Reflection on performance Group analysis of how director and actor choices Revision of how the dramatic languages affect an audience's experience of a play Deconstruct essay writing process Drafting essay in consultation with teacher

RESOURCES/TEXTS: Students will study a variety of Drama texts and plays.

PREREQUISITES: Sound Achievement in Year 9 Drama and English is desirable.

ASSESSMENT:

- Making: Forming – Group Collage Drama script
- Making: Performing – Group Collage Drama performance
- Making: Performing – Group performance of scripted play
- Responding – In class analytical exam on peer scene
- Making: Forming – Group Commedia dell'Arte script
- Making: Performing – Group Commedia dell'Arte performance
- Responding – Analytical essay on play studied

COSTS: (In addition to the Resource Hire Scheme) possible live performance cost.

CAREERS: Possible career options: acting, directing, scriptwriting, film and television, arts management, designer, teaching. Benefits all career paths through increased confidence with public speaking, teamwork, critical and creative thinking, and empathy

ECONOMICS & BUSINESS

AIMS: Through authentic learning opportunities, economics and business fosters enterprising individuals who are able to effectively embrace change, seek innovation and work with others. Students develop initiative, flexibility and leadership skills and explore new technologies used in the industry. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 Pitch it	Unit 2 Trade it	Unit 3 Sell it	Unit 4 Expand it
<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Explore economic models that examine how consumers, producers, workers and government interact. Define factors that influence major consumer and financial decisions Investigate the impact of resource availability and industry specialisation. Explore overseas verses domestic products. Describe global supply chain and transnational corporations. Develop enterprising skills including leadership, goal setting and accepting responsibility. Select an overseas product and pitch it to an Australian market. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Investigate the management of financial responsibilities, risks and rewards. Describe the roles and effects of the financial industry. Explore how businesses manage over-indebtedness. Analyse different types of investment including good verses bad debt. Examine how to secure assets and investments. Explore safe and secure online practices. Identify example of externalities (costs and benefits associated with the production or consumption of goods and/or services. Identify a range of business structures and leadership styles. Examine businesses trade off's used to increase stakeholder satisfactions. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Explore the business trade cycle fluctuations of peaks and troughs. Investigate competition within global economies and the impact of global events. Analyse the external business environment and interpret a range of data and trends. Examine needs & wants and production & distribution within the Australian economy. Analyse a range of economic performance indicators to make decisions. Identify trading partners and their influence on business. Analyse the external business environment using PESTLE analytical tool. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Use a range of business knowledge and skills to operate a business venture. Evaluate using a cost and benefits analysis to make decisions. Explore profit margins, corporate and social responsibility and innovative strategies. Investigate competitive and comparative advantages. Examine the legal, ethical and government regulations requirements of a business. Develop communication and leadership skills to work effectively in a team. Explore the short and long-term consequences of consumer and financial decisions (loans). Identify the difference between major and minor consumer and financial decisions. Evaluate the outcomes of credit verses cash purchases. Investigate major and minor consumer and financial decisions.

PREREQUISITES: Sound Achievement in Year 8/9 English is expected.

ASSESSMENT:

- Unit 1- Group Report
- Unit 2- Individual Presentation (Pitch)
- Unit 3- Group Project
- Unit 4- Business Report Extract

Year 10

<i>Unit 1</i> Serve it up!	<i>Unit 2</i> The price is right!	<i>Unit 3</i> Living the dream!	<i>Unit 4</i> Managing a Nation
<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Examine the Business Life Cycle -seed to start up stages. • Investigate how businesses can improve productivity and efficiency. • Examine innovation & technology including just in time inventory management systems and the use of Big Data. • Understand the benefits of training and up skilling employees to gain a competitive edge. • Identify ethical and unethical practices and explore the principles of triple bottom line. • Explore strategies business use to respond to improved economic conditions i.e., increased R&D, marketing strategies and production capacity. • Manage a serve business (Café), exploring industry operations and processes. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Explore accounting skills and concepts. • Examine and complete elements of the accounting process. • Investigate the GST system. • Classify accounts and explore the nature of these accounts. • Understand the role and importance of the accounting equation. • Create general journals, post to ledger accounts and produce a trial balance. • Formally balance relevant ledger accounts. • Analyse and produce financial statements. • Develop communication and spreadsheeting skills used to produce accounting records and business documents. • Understand and create cash journals. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Explore the concept of living standards in domestic and global economies. • Investigate the relationship between living standards and economic performance. • Analyse and explore a range of economic indicators and sustainable indexes, used to measure an economy's performance and living standards. • Understand the factors that cause variations in economic performance including foreign ownership, employment rates and level of debt. • Understand the cost of unemployment and determinants of poverty. • Understand how wealth and income can be used to measure an economy including a Lorenz curve and a Gini coefficient. • Analyse and interpret data to identify trends and to make informed decisions. • Investigate how governments manage economic performance to improve living standards. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Investigate how governments manage economic performance to improve living standards. • Identify fiscal and monetary policies designed to improve living standards. • Understand how governments intervene to redistribute income to reduce wealth disparities in Australia. • Explore government funded services such as education, health, benefits and essential services. • Investigate Australia's support of economic growth in the Asia- Pacific region. • Explore the wide disparity in living standards in developing economies and factors that impact on living standards i.e., minimum wages, government payments and taxation. • Investigate externalities that affect the well-being of society including the influence of government.

PREREQUISITES: Sound Achievement in Year 9 English is desirable

ASSESSMENT:

- Unit 1 - Investigation Report
- Unit 2 - Combination response exam
- Unit 3 - Investigation Report
- Unit 4 - Combination response exam

COSTS: Low-cost annual excursion and business venture items are the only costs associated with this subject.

LEARNING EXPECTATIONS: It is expected that students bring an approved charged laptop to school every lesson and seek to catch up on work when absent.

CAREERS: Management, Banking and Finance, Business Law, Economics, Human Resource Management, Accounting, Marketing and Tourism.

FOOD SPECIALIST (PREVIOUSLY FOOD STUDIES)

AIMS: Food Specialist (previously know as Food Studies) is a Design and Technologies subject that allows students to use critical and creative design thinking as well as problem solving skills to produce designed solutions. Students will be introduced to the diverse range of skills including planning, preparing, presenting and evaluating. They will select and employ appropriate techniques and equipment for a variety of food specific purposes.

CONTENT: Students will undertake the following units of study:

Year 9			
<i>Term 1</i> Eat Well Live Well	<i>Term 2</i> Eat Well Live Well	<i>Term 3</i> Food Around the World	<i>Term 4</i> Food Around the World
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Kitchen safety and hygiene practices • Nutrients: carbohydrates, vitamins, fats & oils, water, minerals protein and fibre • Nutritional needs • Australian Guide to Healthy Eating • Preparing recipes and menus 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Diet related diseases • Causes and prevention of diet related disease • Applying nutritional knowledge • Influences on diet • Preparing recipes and menus 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Investigate food habits and patterns in Australia • Indigenous ingredients and influences • Multicultural Influences on Australian cuisine <ul style="list-style-type: none"> ○ Indigenous ○ Italy ○ UK ○ Chinese ○ Thailand ○ France ○ Greece • Preparing multicultural recipes 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Continue investigating, discussing and analysing multicultural influences on Australian cuisine • Work through the Design Process, that involves investigating, generating ideas, producing a product, collaborating with others and evaluating their outcome. • Design, prepare and decorate Gingerbread houses for Christmas • Preparing multicultural recipes

Year 10			
<i>Term 1</i> Nutrition	<i>Term 2</i> Food Science	<i>Term 3</i> Food Sustainability	<i>Term 4</i> Food Product Development
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Managing food hygiene and safety • Adolescent nutritional needs • Digestion • Fad diets • Diet related diseases • Australian guide to healthy eating • Diet analysis • Applying nutritional knowledge • Preparing menus and recipes 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Functional properties of food • Functional properties of starch, sugar, lipids and eggs • Raising agents • Experimenting with functional changes • Understanding the cooking process • Cookery methods • Preparing menus and recipes 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Think green- how food impacts the environment • Fair trade • Reducing food and water waste • Supporting farmers • Organic vs the use of chemicals • Genetically modified foods • Factory farming 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Types of products available • Line extensions • Me Too's • Product innovations • Design process • Sensory testing • Packaging design • Product trial • Recipe modification

RESOURCES/TEXTS:

- A4 exercise book
- Laptop and USB

Under Workplace Health and Safety Regulations it is a requirement for **ALL students to wear impervious upper shoes** to protect from liquids and sharp objects.

PREREQUISITES: Nil

ASSESSMENT:**Year 9:**

- Practical Cooking
- Continuous assessment written Product Management Plans and Evaluations
- written assignments

Year 10:

- Exams
- Written Assignments
- Practical Cookery
- Written Product Management Plans and Evaluations

COSTS: (In addition to the Resource Hire Scheme) \$60

NOTES: Please note this subject is **not** a Certificate I in Hospitality.

CAREERS: This subject provides students with real life experiences for those who are interested in a career within the hospitality industry or Home Economics. It also provides students with valuable skills that many employees look for when hiring young people.

HEALTH & PHYSICAL EDUCATION EXTENSION

AIMS: Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

This subject is designed to provide the foundations for Senior Physical Education. This is a two (2) year course.

CONTENT: *Students will undertake the following units of study:*

Year 9		
<i>Unit 1</i> Specialised Movement Skills Racquet Sports	<i>Unit 2</i> Movement for Performance Gaelic Football	<i>Unit 3</i> Sociology Volleyball
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> How can feedback assist in improving performance Importance of vision and hearing when performing How can technology assist in improving movement skills? 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> What are the best ways of improving chances of scoring What are the best ways of reducing an opponent's chances of scoring How can contested possession be won? 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> The difference between equality and equity How the Australian culture plays a vital part in the sporting arena. How the distribution of resources, resources impacts individual and groups.

Year 10		
<i>Unit 4</i> Skill Acquisition Basketball	<i>Unit 5</i> Biomechanics Softball	<i>Unit 6</i> Exercise Physiology OzTag
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Stages of Learning Factors affecting skill acquisition Classification of Skills Memory 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Biomechanics Biomechanical Principles Movement terminology Newton's Laws of Motion Levers 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Components of fitness Training methods Training principles Energy Systems

RESOURCES/TEXTS:

- Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: At least a "B" in Year 8 HPE

ASSESSMENT:

- Practical assessment.
- Written assessment for each term (work booklets, spelling, written report, examination, written assignment, exam essay)

COSTS: (In addition to the Resource Hire Scheme) In-class Excursion costs

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology, Sport Science.

MATERIALS & TECHNOLOGIES SPECIALISATIONS (PREVIOUSLY TEXTILES)

AIMS: Materials & Technologies Specialisations (previously Textiles) is a Design and Technologies subject that allows students to use critical and creative design thinking as well as problem solving skills to produce designed solutions.

The program is a combined 9/10 program.

By the end of grade 10, students will have the skills and an understanding of basic and complex sewing, design and time management skills. Each project will focus on a different area of textiles highlighting the different ethics, economics, social values and environmental and social sustainability factors.

CONTENT: *Students will undertake the following units of study:*

Year 9 /10 for 2022			
<i>Term 1</i> Time for Bed (Apparel)	<i>Term 2</i> Self-Reflection (Textile Arts)	<i>Term 3</i> Fashion History (Magazine article)	<i>Term 4</i> Sustainable Textiles (Upcycling)
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Basic sewing skills • Work place, health and safety • Pattern reading • Researching designers • Fashion drawing • Fibres and fabrics • Functional and aesthetic design • Fabric decoration technique - tie-dyeing 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Basic sewing skills • Design skills • Researching designers • Yarns and fabrics • Aesthetic design • Fabric decoration techniques- digital printing, applique, embroidery, beading & cording • Time management 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Researching designers • Analysing designs • Design drawing • Historical fashion • Re-emergence of design features • Magazine article • Magazine cover design 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Basic sewing skills • Researching designers • Upcycling skills • Fibre, yarns and Fabrics • Environmental and social issues from the Textiles Industry • Fashion drawing • Pattern creation • Problem solving
PROJECTS			
Tye-dyed boxer shorts	Textile art piece	Magazine Article and Cover	Upcycled item

Year 9/10 for 2023

<i>Term 1</i> Urban Bag (Non-Apparel)	<i>Term 2</i> In the Hood (Apparel)	<i>Term 3</i> The world is a Stage (Costume)	<i>Term 4</i> Celebration Creation (Furnishing)
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Building on basic sewing skills • Work place, health and safety • Pattern reading • Researching designers • Fashion drawing • Fibres and fabrics • Functional and aesthetic design • Screen printing • Environmental and social sustainability 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Complex sewing skills • Design skills • Researching designers • Pattern reading • Fibres and fabrics • Functional and Aesthetic design • Fashion Drawing • History of hoodies • Social perspective on Hoodies • Time management 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Basic sewing skills • Analysing designs • Researching designers • Costuming techniques • Fibre, yarns and Fabrics • Fashion drawing • Time management 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Sewing skills • Design skills • Social perspectives on celebrations • Pattern creation • Creating multiple products • Time management
PROJECTS			
Bag	Hoodie	Cape/Mask	Christmas decorations

RESOURCES/TEXTS:

- A4 exercise book
- A4 Sketch/art book
- Laptop

Under Workplace Health and Safety Regulations it is a requirement for **ALL students to wear impervious upper shoes** to protect from liquids and sharp objects.

Failure to comply with this requirement will result in removal from the subject.

ASSESSMENT:

- Projects
- Written Assignments

COSTS: (In addition to the Resource Hire Scheme) \$40

CAREERS: This subject provides students with real life experiences for those who are interested in a career within the design and textiles industries, such as fashion designer, merchandiser and seamstress/tailor.

MEDIA ARTS

AIMS: Media Arts is an arts subject that constructs and analyses visual methods of storytelling including films, television shows, music videos and animations.

CONTENT: *Students will undertake the following units of study:*

Year 9			
<i>Unit 1</i> Breaking Down the Basics	<i>Unit 2</i> Video Hits	<i>Unit 3</i> Selling Genres	<i>Unit 4</i> Faking News
<p>Students will study the basics of film production through a study of the fundamentals of filmmaking. Students will learn to use film cameras and editing software to create moving image products and will examine how cinematography elements are used to create meaning in film.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Elements of screen composition and their role in storytelling. • How to operate a video camera. • How to use a tripod. • How to use lighting equipment. • How to edit videos using the Adobe Premiere Pro CC software. • How to create a shot list. 	<p>Students will study the music video genre and critically examine how media creators manipulate film languages to create representations of teenagers. Students will explore ways to challenge these representations through the design and production of their own music video.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Codes and conventions of music videos. • Creating representations of teenagers through elements of mise-en-scene. • Narrative structure and continuity. • Advanced compositional techniques: rule of thirds, leading lines, head room, lead room. • Advanced storyboarding: camera and character movement 	<p>Students will study the codes and conventions of the Action and Romance genres and examine how filmmakers manipulate these codes and conventions to market films to a target audiences. They will study the institutional format of the movie poster and create their own.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Codes and conventions of the action and romance genres. • Institutional format of the pitch and movie poster. • How to create and edit images using Photoshop software. 	<p>Students will be introduced to the various types of news and current affairs – hard news, soft news, online, print, and broadcast. They will take on the role of news reporters and follow the news gathering process. Students will critically examine how digital technologies have impacted the ways we gather, verify and distribute news.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Social, institutional and ethical issues relevant to media producers. • Structural elements of a news report. • How to use advanced features of the Adobe Premiere Pro CC editing software. • How to record quality sound. • How to use sound effects. • How to use a green screen.

ASSESSMENT:

- **MAKING DESIGN:** Storyboard and shot list.
- **MAKING PRODUCTION:** Short film scene, music video, movie poster and news report.
- **RESPONDING:** Short response exam and movie poster analysis.

Year 10

<i>Unit 1</i> YouTube Famous	<i>Unit 2</i> Exploring Narrative
<p>Students will explore new and emerging forms of storytelling focussing on content creation on the YouTube platform. Students will investigate the ways the platform provides influencers with unique opportunities to affect social change through the short format film. Students will design and produce their own experimental short film that conveys a positive social message to young people. Students will experiment with a variety of production techniques including montage, advanced editing, and animation.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • How visual symbolism can be manipulated by filmmakers to influence an audience. • The experimental film genre, format, styles, and production techniques. • Animation forms and skills. • How to write a treatment, storyboarding and sound design. 	<p>Students will study narrative cinema with a focus on the genre codes and conventions of zombie film. They will be introduced to mise-en-scene and production design and will design and produce their own zombie film sequence, demonstrating their knowledge of the genre and its audiences through the application of film languages and technologies.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Narrative film structure and continuity. • Genre specific film languages, codes and representations. • The screenplay design format. • The film sequence format – basic features, conventions, storytelling skills. • Special effects make-up. • Shot composition and framing. • Advanced editing skills: sound and video effects L Cuts & J Cuts, colour grading. • Advanced cinematography: whip pans, orbital shots, speed ramping.

RESOURCES/TEXTS: Class sets of Dell Laptops with Adobe CC software. Class sets of video cameras and film equipment.

PREREQUISITES: Nil

ASSESSMENT:

- MAKING DESIGN: Storyboard, Treatment and Screenplay
- MAKING PRODUCTION: Social message film, short zombie film.
- RESPONDING: Analytical essay and short response exam.

COSTS: \$25

CAREERS: This course provides the foundation for those interested in a wide and varied field related to media production. Possible careers in the media include: director, producer, camera operator, sound recorder, editor, cinematographer, journalist, production designer, web designer, graphic designer, animator, games designer, news reader, public relations officer, advertising executive, or business manager.

MUSIC

AIMS (Year 9): The Music course at Laidley SHS is designed to provide students with learning experiences and achievable short term goals that are in line with their long term musical ambitions – vocational or recreational.

Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

CONTENT: *Students will undertake the following units of study:*

Year 9	
Semester 1 Contemporary Music Styles	Semester 2 Music in the Media
<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of popular music excerpts, observing stylistic and/or genre specific characteristics and compositional devices Reading, notating and performing a variety of contemporary musical excerpts Composing, arranging and presenting contemporary music using music/recording technology Evaluating compositions and performances of contemporary music (including self/peer evaluation) 	<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of musical excerpts used in the media, observing stylistic and/or genre specific characteristics and compositional devices Reading, notating and performing a variety of musical excerpts used in the media Composing, arranging and presenting music for media, using music/recording technology Evaluating compositions and performances of music for media (including self/peer evaluation)

PREREQUISITES: Nil

AIMS (Year 10): The Year 10 Music course at Laidley SHS aims to prepare students to undertake studies in Senior Music (Authority subject) or Music in Practice. The program is designed to provide students with learning experiences and achievable short term goals that are in line with their long term musical ambitions – vocational or recreational.

Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

Year 10	
Semester 1 Those Who Compose (Songwriting)	Semester 2 Negotiated Topic
<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of songs and musical excerpts, observing stylistic and/or genre specific characteristics and compositional devices Performing a variety of songs/pieces (as part of an ensemble or as a soloist). Composing, arranging and presenting music, using music/recording technology Evaluating a variety of performances and compositions (including self/peer evaluation) 	<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of musical excerpts relating to the chosen study topic, observing stylistic and/or genre specific characteristics and compositional devices Performing a variety of musical works related to the chosen study topic (as part of an ensemble or as a soloist). Composing, arranging and presenting music, using music/recording technology Evaluating performances and compositions (including self/peer evaluation)

RESOURCES/TEXTS:

- A variety of texts, musical recordings and scores
- A variety of musical instruments
- Recording and sound technology equipment

PREREQUISITES: A 'C' level of achievement in Junior Music or 1-2 years private music study.

ASSESSMENT:

- Musical analysis and evaluation tasks
- Composition tasks
- Small ensemble/Solo performances of songs or pieces related to repertoire studied in class
- Rehearsal Diary
- Self and peer evaluations (performances and compositions)

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Some careers in the music and entertainment industries include:

- Composer/songwriter
- Performer/D.J.
- Musical Director/Conductor
- Music Teacher
- Audio engineer
- Music Producer
- Music Manager
- Music Publisher
- Promoter/Publicist
- Music Journalist
- Music Therapist

STEM

AIMS: Throughout this elective students will develop:

- an interest and curiosity in science, maths, technology and engineering
- an ability to communicate their proposed solution and findings through a range of formats
- an ability to critically and creatively propose and refine a model for solving a given problem
- an ability to work as a team to achieve a common goal

CONTENT: STEM programs are transdisciplinary courses that utilise the learning in the subject areas of Science, Technology, Engineering and Mathematics to propose and refine a model to a given problem. Within STEM learning is collaborative and project-based, with students working closely together in a hands-on way to solve real-world problems. At the core of this course is to teach students problem-solving skills and help develop them in to creative, critical thinkers.

Throughout this elective students will be engaged to solve problems through a transdisciplinary approach incorporating an engineering design framework. All units of study are aligned to the Australian Curriculum (ACARA) learning areas of Science, Design and Digital Technologies and Mathematics.

The following units are possible units of study. They provide examples of the range of study opportunities but may not be the actual units studied. The units studied will change year to year based on student ability and interest.

Year 9 & 10			
Unit 1 Robotics	Unit 2 Electronics and Arduino Coding	Unit 3 Bridges	Unit 4 Sustainable Housing and Renewable Energy
In this unit students develop an understanding of the role of the history of robotics and possibilities for future development. Students will learn to design robots for a purpose through the use of Lego Mindstorms and program the robot to complete a task.	Throughout this unit students will learn the basics of electronics and Arduino coding. Students will use the skills they have learnt to prototype a programmable solution for a proposed problem	In this unit students will gain an understanding of forces and how they are applied to the design and construction of bridges. Students will be required to apply the concepts learnt in order to solve a proposed problem.	Within this unit students will gain knowledge on the concepts associated energy transfers in the context of heat transfer or renewable energies. Students will apply the concepts learnt in order to investigate passive design strategies for housing or investigate the efficiency of renewable energy sources.

RESOURCES/TEXTS: Various texts and teacher resources. It is important that students have access to their own personal laptop/device for use within this subject.

PREREQUISITES: Minimum achievement of C in year 8 Science, Maths and English.

ASSESSMENT:

- Project based assessment
- Written reports
- Group presentation

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: This course provides a foundation for students to undertake a senior science and for those interested in a career in the sciences, engineering, mathematics or similar.

TOUCH FOOTBALL EXCELLENCE PROGRAM

AIMS: The subject is for students who have in Year 7 and 8 demonstrated interest and skill in the sport of Touch Football. The subject will be focused on enhancing skill and knowledge of touch football with the goal of excelling in a number of local, district and regional touch football competitions offered across the year. Students will also explore dimensions of health specifically linked to touch football with the aim to promote their own and others health and wellbeing. Students will have the option to continue this subject in senior with a certificate II Active Volunteering offered in Year 10 and a Certificate III in Sports Coaching offered in Year 11 and 12. Our excellence program has been developed with the goal of establishing highly proficient sports people who are equipped with a variety of life and academic skills to assist in their successful transition into an active workforce.

CONTENT: *Students will undertake the following units of study:*

Year 9

<i>Unit 1</i> Talent Skills	<i>Unit 2</i> Line Attack and Defence	<i>Unit 3</i> Tactical Play and Strategies	<i>Unit 4</i> Fitness Programs for Touch
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Goal setting and enhancing physical performance Attacking sets Subset Sprinting Agility Passing Key line plays Switch, scoop, wrap, quick 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> The importance of teamwork and communication Review defensive profile Scoring a touchdown/diving Ruck Defence Defending a switch and wrap Attacking space 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Understanding strategies, game plans and tactics. Understanding how set plays/policy contribute to performance. How a 'game sense' approach can be used to enhance strategic awareness. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Exercise physiology Sport specific training Participating in and developing Touch specific training sessions. Developing energy systems required for the sport. Fitness testing Video analysis, reflection on performance and goal setting

Year 10

Option to complete CHC24015 Certificate II in Active Volunteering (4 QCE points)

<i>Unit 5</i> Review of Key Talent Skills	<i>Unit 6</i> Defensive Policy	<i>Unit 7</i> Transition Play	<i>Unit 8</i> Game analysis and reflection
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Attacking sets (21, wraps, sweeps) Subset Defensive Profile Movement skills/footwork Key line attack plays 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Shoot/kill Slide Defence Lock in "I" Defence Mirror/man on Defending the Tap 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Gaining and building momentum End of sets Position and footwork Tactical awareness/strategy 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Analysis of performance and reflection Goal setting Modify and initiate change

RESOURCES/TEXTS: Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: Must demonstrate an interest and ability to play Touch Football and must also have demonstrated very good behaviour and effort.

ASSESSMENT: Practical assessment (Written reflections, goal setting and evaluation)

COSTS: (In addition to the Resource Hire Scheme) excursion/camp costs and students wishing to complete a CHC24015 Certificate II in Active Volunteering in Year 10 will need to pay a fee of \$175 for the qualification.

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology, Exercise Science, sport coaching and development.

VISUAL ARTS

AIMS (Year 9): In semester one, students will explore the work of Pablo Picasso learning about cubism and stylisation of form. Students will study colour schemes and acrylic painting techniques. These skills will be demonstrated in a self-portrait inspired by Picasso’s Weeping Woman. The second unit introduces students to clay hand building techniques, decorative approaches and glaze ware. Students will create a tubby animal pot which can function as a decorative pot for plants. The third unit in semester two, explores Indigenous art discovering symbols, local animal totems and forms of Aboriginal art. Students will create 3 major artworks including a mixed media lino print, ceramic bowl and rock painting. All units are 13 weeks in duration.

CONTENT: *Students will undertake the following units of study:*

Year 9		
Unit 1 Paint Like Picasso	Unit 2 Animalistic Pots	Unit 3 Contemporary “Dreaming”
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction focuses on painting skills, colour theory, colour schemes and application of acrylic paint. Students learn about the elements and principles of two-dimensional art Students will create a self-portrait using multiple perspectives of their face. <i>Please note students will be photographed for this assessment piece.</i> Students learn how to analyse, interpret and evaluate Pablo Picasso artworks. 70 minute exam on selected Pablo Picasso artworks. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction to history of clay from Neolithic sculptures to functional ware from China. Learn how to manipulate clay using the 3 basic hand building techniques. Students learn about the elements and principles of three-dimensional art Students demonstrate their learning by creating a major 3D artwork in the form of a functional plant holder. Students complete an exam to show understanding of clay techniques and methods. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction to Aboriginal and Torres Strait Islander cultural beliefs, viewpoints, stories and dreaming’s. Investigate the different techniques used by these cultures to create their artworks. Apply WPHS regulations when using carving tools for lino printing. Students will create a mixed media lino print incorporating local totems and aboriginal symbols using dot painting techniques. Students will create a ceramic bowl decorated using marine totems and aboriginal symbols. Students will also create a rock painting using contemporary colour schemes of land totems. Students analyse artworks and techniques and make comparisons focussing on features that are culturally distinctive.

AIMS (Year 10): Year ten aims to introduce students to the alternative pathways for studying art in years 11 and 12. This course also prepares students for the expectations of senior. Students will be introduced to the individualising skills in visual literacy & application via “the inquiry learning model” which is specific to senior art courses. In semester one, students will engage in learning experiences that investigate their own cultural identity on three levels including their family origin/ancestry; adolescent culture and national identities. In semester two students will learn about pop art, expressionism and appropriation. Students will also investigate marketing, cultural commentary and consumption.

CONTENT: *Students will undertake the following units of study:*

Year 10		
<i>Unit 1</i> Contemporary Mixed Media Landscapes!	<i>Unit 2</i> Celebrity Portraits!	<i>Unit 4</i> Installation Creations!
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Investigate art movements from Pointillism to Realism and abstraction. Learn how to apply the various techniques through teacher guided lessons. Explore how to use different materials to create unique effects and textures using a variety of mixed media. Students analyse artworks focused on these art movements. Learn the features of landscape art through a variety of techniques such as drawing, collage, watercolour painting and acrylic painting. Research art movements, artists and techniques. Students create a miniscape (focusing on abstract landscape) and an A3 landscape piece based off the researched art movements and reference landscape images. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Extend prior knowledge of proportions of the face and drawing the face realistically. Understand the history and importance of portraiture and why it is still popular in today’s society. Practice drawing each element of the human face. Learn traditional pencil illustration art then experiment with painting flesh tones. Analyse and evaluate on painted artworks that focus on portraiture. Create a portrait painting of a chosen celebrity on canvas incorporating techniques learnt in class time. Create an Artist Blog on the developmental and creative process of their celebrity portrait. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Explore installation art and the various types of installation art. Learn how to use different techniques and media to create these installation pieces and to collaborate with peers to create larger installation works. Develop an understanding of how to curate, hang and display installation art works. Document and record their installations. Analyse key artists specialising in installation and site specific art. Create an experimental folio of smaller collaborative installation pieces. Create a major installation piece that must be displayed, photographed and video documented in the LSHS gallery space. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>

RESOURCES/TEXTS: A4 Visual diary, black fine liner pen, HB lead pencils and basic stationary

PREREQUISITES: Nil

ASSESSMENT:

- Visual diary worksheets and experimentation with elements and concepts. Plus developmental drawings for major artwork
- 2D artwork
- 3D artwork
- Exam (Unit 2), Analytical Essay (Unit 3) - Year 9
- Exam (Unit 1), Artist Blog (Unit 2 & 4), Analytical Essay (Unit 3) - Year 10

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Artist, designer, architect, photographer, teacher, media industries, animator, illustrator.