## Curriculum

# Fandbook GOLDEN GROVE HIGH SCHOOL 

## 2024 - Year 9



Respect - Equality - Pride - Integrity - Resilience

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# 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Compulsory Subjects <br> <br> English 

 <br> <br> English}


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## BY RECOMMENDATION

| Subject <br> Learning Area Career Chart Course Outline | English Foundations For students on OnePlan or I | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | English |  |  |
|  | English | Length | Full year |
|  | Students will undertake a modified program to cater for individual literacy and learning needs. Identified students will have either a One Child One Plan or an Individual Education Plan. <br> Students will build on their existing knowledge, skills and experience to improve their English skills. Assessment will be based on the completion of a range of tasks, assignments, investigations and projects. Readers, shorter texts, literacy and functional language skills are the focus of this course. This course leads to the Year 10 Essential English. |  |  |
|  |  |  |  |
| Topics Included | Topics will include: <br> - Functional Literacy- spelling, grammar, punctuation <br> - Creative Writing <br> - Reading a variety of short texts <br> - Report Writing <br> - Resume Writing <br> - Application Writing |  |  |
| Assessment | $\begin{array}{lll}\text { Assessment will consist of: } \\ \text { Text Analysis } & 50 \% \\ \text { - Text Production } & 50 \%\end{array}$ |  |  |
| Additional Cost | Nil <br> This subject is on selection and/or recommendation only. Students will undertake a modified program to cater for individual literacy needs. |  |  |
| Recommendation /Prerequisites |  |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

## Year 09 Compulsory Subjects <br> Mathematics



## 2024 Golden Grove High School Year 09 Curriculum Handbook

## BY RECOMMENDATION

| Subject <br> Learning Area | Maths Foundations | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Mathematics |  |  |
| Career Chart | Mathematics | Length | Full ye |
| Course Outline | Content explored through the topics below will prepare students for Year 10 Mathematics. Identified students will have either a One Plan or an Individual Education Plan. |  |  |
| Topics Included | Topics included in this course: <br> - Measurement <br> - Indices and Scientific Notation <br> - Pythagoras' Theorem <br> - Similarity <br> - Trigonometry <br> - Probability <br> - Linear Equations and Inequalities <br> - Coordinate Geometry <br> - Expansion and Factorisation <br> - Statistics <br> - Quadratics |  |  |
| Assessment | Assessment for this course includes: <br> - Structured Assessment tasks (Tests and Assignments) <br> - Investigations |  |  |
| Additional Cost | Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22 GST incl). |  |  |
| Recommendation /Prerequisites | Students who completed Year 8 Maths - Foundation will be placed in this class. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Compulsory Subjects

## Science



# 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Compulsory Subjects Health and Physical Education 

| Subject | Health and Physical Education | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area Career Chart | HPE |  |  |
|  | Outdoor Ed Physical Educatio Health | Length | 1 Semester |
| Course Outline | Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant, and actively engaging. The practical component of this course will provide a focus on improving student knowledge and understanding of movement concepts, patterns and strategies through participation in a range of team and individual sports. Students will investigate, develop and improve movement skills and apply them to sporting situations. <br> In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper in to a wide range of issues, proposing and refining health initiatives and practices that can be used to improve their own health and that of the community. |  |  |
| Topics Included | Students will engage with both practical and theoretical topics in this course. <br> Practical topics: <br> - Volleyball <br> - Basketball <br> - Cricket <br> - Soccer <br> - Tennis <br> Theory Topics: <br> - Mental Health and Wellbeing - Students investigate a range of Mental Illnesses and the stigma that is often attached to these. They also explore the range of pressures felt by young adolescents, the impact this can have on mental health and strategies to help deal with these pressures. <br> - Alcohol and Other Drugs - Investigation into addiction and the ways in which drugs and alcohol abuse can affect the individual and their relationships with the people around them. |  |  |
| Assessment | Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | All students will study this subject |  |  |

# 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Compulsory Subjects Humanities and Social Sciences (HaSS) 



# 2024 Golden Grove High School Year 09 Curriculum Handbook <br> Year 09 Choice Subjects <br> The Arts - Choice 

| Subject <br> Learning Area | Art | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | The Arts |  |  |
| Career Chart | Art Industrial Arts | Length | Semester or Full Year |
| Course Outline | Students develop and refine practical skills that may include drawing, painting, sculpture and design to represent ideas and subject matter. <br> Students will analyse connections between art/design pieces within movements and understand how visual conventions are used to convey meaning and create aesthetic value. They will also evaluate the effect culture, time and place have on art/design work. |  |  |
| Topics Included | Topics students will cover in this course include: <br> - Visual Elements <br> - Analysis <br> - Compositional Principles |  |  |
| Assessment | Assessment as follows: <br> - Analysis <br> - Practical art making <br> - Visual Thinking/Evaluation |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | This course does not require any prior knowledge of Visual Art. Students will be introduced to the foundation Visual Arts practices and ideas throughout the course. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area <br> Career Chart <br> Course Outline | Drama | Year Level | 9 |
| :---: | :---: | :---: | :---: |
|  | The Arts |  |  |
|  | Performing Arts | Length | Semester or Full Year |
|  | This course focuses on skill development for performance, stage craft and the history of Drama and distinctive styles of Drama over time. <br> Students will contribute and participate in small group or full class performances for invited audiences. <br> Written assessment includes responding and reviewing live and recorded performances, directed research, script interpretation and an introduction to scripting. |  |  |
| Topics Included | Topics students will cover include: <br> - Ensemble skills <br> - Stage Craft Skills <br> - Improvisation <br> - Text interpretation |  |  |
| Assessment | Assessments students will complete include: <br> - Ensemble Skills $15 \%$ <br> - Stagecraft/Improvisation 30\% <br> - Performances 30\% <br> - Responding and reviewing $25 \%$ |  |  |
| Additional Cost | There may be additional costs for any visiting performances and specific costume, or props students may choose to include in performances. |  |  |
| Recommendation |  |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook



## 2024 Golden Grove High School Year 09 Curriculum Handbook

## BY RECOMMENDATION



## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject | Media Art | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area | The Arts |  |  |
| Career Chart | Media Studies Performing Arts Art |  | Length | 1 Semester Only |
| Course Outline | In this course, students explore, use and integrate various forms of media including images, text, sound, video and basic animation. No prior knowledge is required. Students will be introduced to the design process and explore media culture from a range of viewpoints and contexts. They will develop skills specifically in graphic design, video production and sound editing. <br> This subject can lead into a range of subjects including Visual Art - Design, Media Arts at Year 10, Digital Media and Music Technology. |  |  |
| Topics Included | Topics students will cover include: <br> - Media manipulation <br> - Software skills |  |  |
| Assessment | Assessment for this course will include: <br> - Production <br> - Design process |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | This course does not require any prior knowledge of Media Art and provides foundation knowledge and skills for further courses in Year 10-12. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook



## 2024 Golden Grove High School Year 09 Curriculum Handbook



## 2024 Golden Grove High School Year 09 Curriculum Handbook

## Year 09 Choice Subjects <br> Cross Disciplinary Studies - Choice

| Subject | Academic Extension <br> (Semester one) |  | 9 |
| :---: | :---: | :---: | :---: |
| Learning Area | SACE Stage 1 Integrated Learning <br> - General Capabilities Focus | SACE Credits | Nil |
| Care | All Careers | Len | Semester |
| Course Outline | This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. <br> In term 1, as part of their practical exploration students prepare and compete in teams in preparation for the Senior Ethics Olympiad. <br> In term 2, students pursue their own chosen Personal Venture/s based on their chosen focus capability. |  |  |
| Topics Included | Ethics Olympiad (Semester One) <br> Students develop both their Ethical Understanding and Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories and frameworks they have learnt to current real-world ethical dilemmas. Student teams compete in an in-class Ethics Olympiad. Year 9 teams may be selected to represent the GGHS in the Middle School Interschools Ethics Olympiad in semester 2. <br> Connections <br> During the semester and across the school year, students choose to participate in at least 1 long-term extra-curricular interschool competition including: Debating SA, Evatt Diplomacy competition, Public Speaking Competitions, YMCA Parliament, Art and Philosophy Excursion. <br> Personal Venture <br> Students choose a general capability focus to develop an area of research and practical inquiry for their own Personal Venture. General capabilities include: <br> - Critical and Creative Thinking <br> - Ethical Understanding <br> - ICT Capability <br> - Intercultural Understanding <br> - Literacy <br> - Numeracy <br> - Personal and Social Capability |  |  |
| Assessment | SACE STAGE 1 ASSESSMENT <br> Students demonstrate the development of their Capabilities through these three assessment types: <br> - Practical Exploration (School-based and interschools Ethics Olympiad) 35\% <br> - Connections (Learner Portfolio based on competition participation): 35\% <br> - Personal Venture (Choose your own.) 30\% |  |  |
| Additional Cost | TBA |  |  |
| Recommendation | An application form must be completed, as places for this course are limited. <br> Prerequisites NOTE: Academic Extension: Semester One may be completed more than once, since the challenges set, and the topics addressed, change every year. <br> Click here for Application Form |  |  |

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| Subject |  |  | 9 |
| :---: | :---: | :---: | :---: |
| Learning Area | SACE Stage 1 Integrated Learning General Capabilities Focus | ACE | Nil |
| Career Chart | All Careers |  | Semester |
| Course Outline | This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. <br> In term 3, as part of their practical exploration students prepare and compete in teams in preparation for the Tournament of the Minds. <br> In term 4, as a part of their connections tasks prepare for and compete in teams in preparation for the Middle school Ethics Olympiad. Students then pursue their own chosen Personal Venture/s based on their chosen focus capability. |  |  |
| Topics Included | Tournament of Minds (TOM) <br> Students develop their Personal and Social Capability, Intercultural Understanding and Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. <br> In term 3, students prepare in teams of 7 and develop solutions to a Long-term Challenge in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, <br> Engineering, Maths) and a Spontaneous Challenge. <br> Then they present their solution in the form of a play or presentation one Sunday in September. <br> Ethics Olympiad (Semester Two) <br> Students develop both their Ethical Understanding and Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories and frameworks they have learnt to current real-world ethical dilemmas. <br> Student teams compete in an in-class Ethics Olympiad. Year 9 teams may be selected to represent the GGHS in the Middle School Interschools Ethics Olympiad. <br> Personal Venture <br> Students choose a general capability focus to develop an area of research and practical inquiry for their own Personal Venture. General capabilities include: <br> - Critical and Creative Thinking <br> - Ethical Understanding <br> - ICT Capability <br> - Intercultural Understanding <br> - Literacy <br> - Numeracy <br> - Personal and Social Capability <br> During the semester and across the school year, students choose to participate in at least 1 long-term extra-curricular interschool competition including but not limited to: Philosophical Inquiry Day, Adelaide University STEM showcase and UN Youth Voice SA. Students may wish to base their Personal Venture on their experiences and learning from one of these activities/ competitions. |  |  |
| Assessment | SACE STAGE 1 ASSESSMENT <br> Students demonstrate the development of their Capabilities through these three assessment types: <br> - Practical Exploration (Tournament of Minds) $35 \%$ <br> - Connections (Ethics Olympiad Learner Folio): 35\% <br> - Personal Venture (Choose your own.) 30\% |  |  |
| Additional Cost | TBA |  |  |
| Recommendation | Prerequisites NOTE: Academic Extension: Semester One may be completed more than once, since the challenges set, and the topics addressed, change every year. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook



## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area | STEM | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Cross Disciplinary |  |  |
| Career Chart | Any Career from Art to Textiles and Design | Length | 1 Semester Only |
| Course Outline | Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace. The electives require students to think critically, collaborate with others, and solve real world problems. Content will be drawn from Science, Technologies, Mathematics, Engineering thinking processes and the Arts [for creative thinking and design processes]. |  |  |
| Topics Included | Topics covered in this course include: <br> - Introduction to STEM <br> - Digital Learning and Renewable Energy <br> - The Design Process Introduction <br> - The Design Process |  |  |
| Assessment | Students will drive and co-design assessments based on problems and challenges that sit in a real world context underpinned by the General Capabilities. |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

## Year 09 Choice Subjects

Health and Physical Education - Choice

| Subject <br> Learning Area <br> Career Chart | Physical Education | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Health and Physical Education |  | 1 Semester Only |
|  | Outdoor Ed Physical Educatio Health | Length |  |
| Course Outline | Students studying an optional semester of Physical Education will engage in a course which will allow them to develop and build upon skills that will be necessary for future study in the field of Physical Education at SACE level. Students will participate in a range of practical and theory lessons where they will learn how to collect, interpret and analyse data in order to evaluate the quality of movement skills, patterns, concepts and strategies. <br> Students will use technological (GPS, HR, Video footage etc.) and manual (statistic collection, movement tracking maps etc.) methods of evidence collection to develop informed and in depth understanding of how a wide range of concepts can impact the performance of, and participation in, physical activity. |  |  |
| Topics Included | Topics in this course include: <br> - Biomechanics of a Sporting Skill <br> Students learn about the mechanics of human movement and apply knowledge gained to their own performance of a sporting skill within the sport of Softball to analyse the effectiveness of the movement and propose methods for future improvement. <br> - Movement Concepts and Strategies <br> Students use a range of evidence collection methods to explore, develop, analyse and improve the quality of strategic play within the sport of European Handball. <br> - Practical Units AFL \& Sofcrosse |  |  |
| Assessment | Students present their learning for each of the assessment tasks in a range of ways including practical, written, video, oral or a combination of all of these. <br> - Biomechanics of a Sporting Skill $35 \%$ <br> - Movement Concepts and Strategies 35\% <br> - Practical Units- AFL \& Sofcrosse $30 \%$ |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject | Physical Education - Special Focus Girls AFL | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area | Health and Physical Education |  |  |
| Career Chart | Outdoor Ed Physical Education Health | Length | 1 Semester Only |
| Course Outline | This course follows a similar structure to the Year 9 Physical Education optional course but with a specific focus on AFL for Girls. Students will learn concepts and skills that will not only develop their knowledge and understanding of the game of AFL, but also prepare them for future studies in Physical Education at SACE level. <br> Invitation only, with students selected through a trial process (from Year 8 2022). 24 girls will be selected and be placed in this class. |  |  |
| Topics Included | Topics students will cover in this course include: <br> - Movement Concepts and Strategies in AFL <br> - Biomechanics in AFL <br> - Skill and Game Sense development in AFL <br> - $1 \times$ other 4 -week Practical Unit |  |  |
| Assessment | Students present their learning for each of the assessment tasks in a range of ways including practical, written, video, oral or a combination of all of these. <br> - Biomechanics of an AFL Skill 35\% <br> - Movement Concepts and Strategies in AFL 35\% <br> - Practical Units- AFL \& Choice Topic 30\% |  |  |
| Additional Cost | Vista and SSSSA competitions will attract some additional costs - approximately \$50 |  |  |
| Recommendation /Prerequisites | Selection in this course will be by invitation only with the majority of students continuing on from the Year 8 program. This Girls AFL Focus Course counts as the selected students' optional PE unit at Year 9. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject | Physical Education - Special Interest Touch | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area | HPE |  |  |
| Career Chart | Outdoor Ed Physical Education Health | Length | 1 Semester Only |
| Course Outline | This course is designed to extend student knowledge and prepare them for senior school physical education courses and builds on the knowledge gained from their experiences in the Year 8 Special Focus Touch program. Students will specialise in a 14 week practical Touch unit and two shorter practical units which are three weeks in duration. Practical and theory components are assessed evenly through participation, effort, tests, worksheets and assignments. |  |  |
| Topics Included | Students will engage with both practical and theoretical topics in this course. <br> Practical Topics <br> - Touch Football <br> - Volleyball <br> - Choice Topic <br> Theory Topics <br> - Mental Health and Wellbeing - Students investigate a range of Mental Illnesses and the stigma that is often attached to these. They also explore the range of pressures felt by young adolescents, the impact this can have on mental health and strategies to help deal with these pressures. <br> - Alcohol and Other Drugs - Investigation into addiction and the ways in which drugs and alcohol abuse can affect the individual and their relationships with the people around them. |  |  |
| Assessment | Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum |  |  |
| Additional Cost | Vista and SSSSA competitions will attract some additional costs - approximately \$50 |  |  |
| Recommendation /Prerequisites | Selection in this course will be by invitation only with the majority of students continuing on from the Year 8 program. This Touch Football focus course counts as the selected students' compulsory HPE unit at Year 9. |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Choice Subjects

## Humanities and Social Sciences (HaSS) - Choice

| Subject <br> Learning Area <br> Career Chart | Geotourism | Year Level <br> Length | 09 |
| :---: | :---: | :---: | :---: |
|  | HaSS |  |  |
|  | Geography Environmental Science Rural Studies |  | 1 Semester Only |
| Course Outline | This subject is a pathway to SACE Tourism, Environmental Studies, and Geography. Key inquiry questions: <br> - What are the causes and consequences of change in places and environments and how can this change be managed? <br> - What are the future implications of changes to places and environments? <br> - Why are interconnections and interdependencies important for the future of places and environments? <br> Key concepts: <br> - Place <br> - Space <br> - Environment <br> - Interconnection <br> - Sustainability <br> - Change |  |  |
| Topics Include | 'Biomes and food security' foc and its role in food and fibre p their alteration and significanc challenges of and constraints distinctive aspects of biomes, using studies drawn from Aust <br> ‘Geographies of interconnectio choices and actions, are conne ways, and how these connecti environments. This unit exami through the products people buy that make them. <br> Students examine the ways th technologies have made it pos internationally, and for people services and people in other p investigated using studies drawn | on investigating tion. This unit a source of food panding food prod production and and across the <br> ocuses on inves to places throu elp to make and he interconnect and the effects o <br> nsport and infor for an increasin olated rural are These distincti from Australia an | role of the biotic environment mines the biomes of the world, fibre, and the environmental uction in the future. These d security are investigated Id. <br> ting how people, through their ut the world in a wide variety of ange places and their between people and places ir production on the places <br> tion and communication nge of services to be provided connect to information, spects of interconnection are ross the world. |
| Assessment | Assessment includes: <br> - Field work <br> - An investigation |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area <br> Career Chart <br> Course Outline | Law and Society | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | HaSS |  |  |
|  | Social Sciences | Length | 1 Semester Only |
|  | Key inquiry questions: <br> - What influences shape the operation of Australia's political system? <br> - How does Australia's court system work in support of a democratic and just society? <br> - How do citizens participate in an interconnected world? <br> Organising ideas: <br> - Government and Democracy <br> - Laws and Citizens <br> - Citizenship, Diversity and Identity |  |  |
| Topics Included | Topics students will <br> - Youth Justic <br> - Sustainabi <br> - Uluru Stat <br> - Children a | ly, Act Locally eart al Goals |  |
| Assessment | Assessment includ <br> - A group so <br> - Inquiry |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

# 2024 Golden Grove High School Year 09 Curriculum Handbook <br> Year 09 Choice Subjects <br> Languages / EALD - Choice 

| Subject <br> Learning Area <br> Career Chart | Japanese Year Level | 09 |
| :---: | :---: | :---: |
|  | Languages / EALD |  |
|  | Languages Length | Full Year |
| Course Outline | Through continuation of the Japanese language and culture students further improve multiple dispositions including critical thinking, reasoning, reflection, conceptualising, problem solving, plus written and oral communication skills. <br> In Year 9 Japanese students are exposed to all three Japanese scripts; Hiragana, Katakana and Kanji, and develop a working knowledge of how these are used to create meaning. <br> Throughout Year 9 students further develop proficiency in reading and writing Hiragana and use high-frequency Katakana and Kanji to read and write words and sentences They further develop their skills in working both collaboratively and independently, exploring a variety of simple texts with reference to their current social, cultural, and communicative interests. <br> Students will engage with a range of texts and explore multiple formats for language learning including Quizlet, Education Perfect. |  |
| Topics Included | Topics may include but are not restricted to: <br> - Japanese writing system (Hiragana, Katakana and Kanji) <br> - Daily routines <br> - School life <br> - School events <br> - Hobbies and sports <br> - Holidays <br> - Describing physical appearance <br> - Anime and Manga <br> - Japanese festivals |  |
| Assessment | Assessment is based on two strands: <br> - Communicating <br> - Understanding <br> Student achievement is determined through a range of formative and summative tasks including oral, written and multimodal. |  |
| Additional Cost | \$30 workbook <br> \$30 Education Perfect |  |
| Recommendation /Prerequisites | A prerequisite of successful completion of Japanese in Year 8 at a C or higher. This subject must be studied as a full-year course. Students continuing to study Japanese, bring with them an established level of skill in communicating and understanding |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area <br> Career Chart <br> Course Outline | Spanish Year Level | 09 |
| :---: | :---: | :---: |
|  | Languages / EALD |  |
|  | Languages Length | Full Year |
|  | Through continuation of study of Spanish students further improve multiple dispositions including critical thinking, reasoning, reflection, conceptualising, problem solving, plus written and oral communication. <br> In Year 9 students continue to develop understanding of the language and culture of the Spanish speaking world, focusing on communication skills in writing, speaking, listening and reading. Students engage with a range of texts and explore multiple formats for language learning which may include Quizlet, Education Perfect and Duo lingo. They work both collaboratively and independently as they further their study of the Spanish language and continue to build inter-cultural understanding. |  |
| Topics Included | Topics may include but are not restricted to: <br> - Food <br> - Daily routines <br> - Travel <br> - Technology <br> - Weather <br> - Transportation <br> - Reflexive Verbs <br> - Verbs - irregular and regular <br> - Present and future tenses |  |
| Assessment | Assessment will consist of a range of formative and summative tasks within the strands of communicating and understanding. <br> Assessment will include written, spoken and multi-modal tasks where students demonstrate their growing understanding of Spanish culture and language. |  |
| Additional Cost | Education Perfect \$30 |  |
| Recommendation /Prerequisites | A prerequisite of successful completion of Spanish in Year 8 for beginners at a C or higher. |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject | English as an Additional Language or Dialect (EALD) | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area | Languages / EALD |  |  |
| Career Chart | Languages English | Length |  |
| Course Outline | For those who come to the stud subject supports development communicative competence in for senior school and future students previously identified | English as an oral and writ ten and spoke oyment oppor rning English | iona ills. sh, s. T dditi |
| Topics Included | Topics will be chosen with con that impact daily life, and take | ation for cultur consideration | $\begin{aligned} & \text { d soci } \\ & \text { its' o } \end{aligned}$ |
| Assessment | Assessment is based on the co <br> - Assignments <br> - Investigations <br> - Projects. | ion of a range |  |
| Additional Cost | Education Perfect \$30.00 |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook Year 09 Choice Subjects

## Science - Choice

| Subject <br> Learning Area <br> Career Chart | STEM | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Science |  | 1 Semester Only |
|  | Any Career from Art to Textiles and Design | Length |  |
| Course Outline | STEM will integrate different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven, Industry focused, solutions based, underpinned by sustainability and shaped by student. |  |  |
|  | Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace. The electives require students to think critically, collaborate with others, and solve real world problems. Content will be drawn from Science, Technologies, Mathematics, Engineering thinking processes and the Arts [for creative thinking and design processes]. |  |  |
| Topics Included | Topics students will engage with include: <br> - Introduction to STEM and Coding <br> - Digital Learning and Renewable Energy <br> - The Design Process Introduction <br> - The Design Process |  |  |
| Assessment | Students will drive and co-design assessments based on problems and challenges that sit in a real world context underpinned by the General Capabilities. |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

 Year 09 Choice Subjects
## Technologies - Design, Digital, Food and Textiles- Choice

| Subject | Design Technology | Year Level | 09 |
| :---: | :---: | :---: | :---: |
| Learning Area | Technologies |  |  |
| Career Chart | Construction Industrial Arts <br> Engineering Metalwork and <br> Engineering | Length | Semester or Full Year |
| Course Outline | All Year 9 students who undertake one-semester of Design and Technology will study up to four 5-week modules of Woodwork, Metalwork, Electonics and CAD (Computer Aided Design). This could vary depending on resources availability. <br> Where workshop resources allow, students will be introduced to new equipment associated with wood, metal, digital technology (CAD) and electronics. <br> Across any/all of these fields, safety underpins the processes. |  |  |
| Topics Included | In each module, students will embrace the learning strands of knowledge and understanding, and process and production skills. <br> Students will use a range of <br> - Hand tools <br> - Static machines <br> - Portable power tools <br> To create products safely and independently. Students will be given opportunities to solve problems and challenges, using design thinking, creativity and innovation. |  |  |
| Assessment | Formative assessment (school based, not used for reporting): <br> - Practice practical applications in wood, metal, CAD and electronics <br> - Ethics and sustainability <br> Summative assessment (used for reporting): <br> - Welding practical task <br> - Furniture practical task <br> - Design development task <br> - Research task |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Students can choose either a Full Year Course - Full Year or a Semester Course - 1 Semester |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area <br> Career Chart <br> Course Outline | Digital Technologies | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Technologies |  |  |
|  | Computing \& IT | Length | Semester or Full Year |
|  | Students will learn more about digital systems and their use in our society. They will broaden students' understanding of hardware, software and data in networked digital systems such as computer, mobile phone and GPS systems. Students will work will learn how to program and code which leads to the use of robots and animated game design. <br> A considerable section of the course is completed with intensive computer use. There is an expectation that students will complete projects which involve gathering and storing data and develop an understanding of privacy and security. <br> Digital Technologies semester and full year contain different topics; therefore, students are encouraged to choose a full year. However, students are allowed to choose a standalone semester course. This course provides a sound base of theory and practical elements to create the foundation for completing Year 10 Digital Technologies and SACE course. |  |  |
| Topics Included | Students will learn how to program and code for robotics and game design. This may include how to program stories, animations, games, robotics and sharing creations with others in our online community. Students will develop their computational thinking skills and problem-solving skills. <br> Students have the opportunity to learn to use multiple ways to represent data such as creating videos. Students will be encouraged to learn to think creatively, reason systematically and work collaboratively. |  |  |
| Assessment | Assessment includes: <br> - Individual Assessment Task <br> - Group Assessment Task <br> - Research and Analysis <br> - Digital Project <br> - Digital Solution |  |  |
| Additional Cost | Nil |  |  |
| Recommendation /Prerequisites | Nil |  |  |

## 2024 Golden Grove High School Year 09 Curriculum Handbook

| Subject <br> Learning Area <br> Career Chart <br> Course Outline | Food and Textiles | Year Level | 09 |
| :---: | :---: | :---: | :---: |
|  | Technologies |  |  |
|  | Home Economics Food Studies Textiles and Design | Length | Semester or Full Year |
|  | Within Food and Textiles st then a term of Textiles. <br> FOOD AND NUTRITION <br> Students over the semeste from around the world. St cooking methods, ingredien who complete a year of Ho the create and make projec get the opportunity to deve increase their skills with food understanding of the Austra healthy food choices. <br> TEXTILES <br> Students will be introduced Students will then explore single use options and creat also engage in decorative te tasks. | will be expecte <br> xplore multicult will also learn lavours before nomics will exp this research. baking skills a ration skills, tim tary Guidelines <br> use of the se able and eco-fr cks from mater hniques using s | complete a term of Food and <br> ism and create different dishes ut Fusion Foods and different ting their own dishes. Students the nutritional needs of teens, ents who choose a full year will decorating techniques. Students anagement and will develop an the way they are used to make <br> machine and the overlocker. dly alternatives to plastics and and fabrics to use. Students will gained in formative assessment |
| Topics Included | Topics studied within these courses consist of: <br> - Food Safety \& Hygiene <br> - Food and Nutrition <br> - Fusion Food <br> - Sustainability \& the Environment <br> - Textile production |  |  |
| Assessment | Students will engage in assessment based upon; <br> - Folio <br> - Research <br> - Action Plan <br> - Evaluation <br> - Collaborative Task <br> - Production Task: Practical/Product |  |  |
| Additional Cost | \$30 per semester for practical activities |  |  |
| Recommendation /Prerequisites | All students who choose Year 9 Home Economics will complete a module of Textiles Technology and Food Technology. |  |  |

