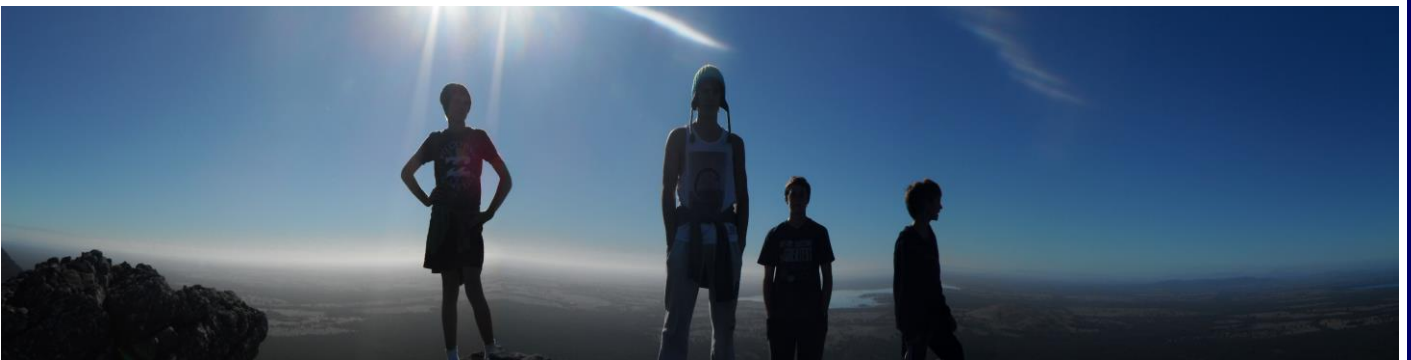




YEAR 9 PROGRAM COURSE OUTLINE 2017



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**Students must complete and return their
COURSE PREFERENCE SHEET
by Thursday August 4th 2016**

INTRODUCTION

Our Year 9 program aims to engage students in their own learning and to develop well-rounded, independent learners. Research across the Western world suggests a range of approaches that are more likely to lead to such learners. The program is concerned with the individuals, their families and their communities and presents them with academically and socially responsible programs.

Parents are encouraged to download and read the Year 9 Program Parent Information Booklet from the Horsham College webpage.

CORE STUDIES

English

Students will study five periods a week of core English, focussing on developing their knowledge and skills in the areas of:

- Reading and viewing
- Writing
- Speaking and Listening

Several forms of texts will be studied to promote skills in analysis and evaluation with students creating and presenting their own range of text types.

Humanities

Students will study three periods a week of Humanities, incorporating the studies of History and Geography with Economics and Civics and Citizenship integrated throughout the curriculum. History topics will include Movement of Peoples. Making a Nation and World War 1. Geography topics include Biomes and Food security and Geography of Interconnections.

Mathematics

Through independent and group work, students will be able to demonstrate their learning in the following areas: Measurement; Chance & Data; Geometry; Pythagoras' Theorem and Trigonometry; Algebra and Number. Students will develop their competence and skills with calculators and ICT.

Science

Science in Year 9 will focus on the following areas: environmental science; the structure of matter and chemical reactions; earth and physical sciences; investigation skills; a study of the ways multicellular organisms respond to their environment. Students will develop their knowledge in these areas through collaborative and independent learning activities as well as practical investigations.

Physical Education

Students study a Physical Education core unit for two periods per week for the whole year. Students must also complete a semester of health and community projects which runs for four periods a week for one semester.

Students may also choose to study Physical Education units from the elective columns as they wish. They cannot repeat elective units. Elective units are for four periods per week for one semester.

Rationale

Physical Education promotes an understanding of the importance of physical health and wellbeing and lifelong participation in physical activity. The Learning Area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, organisational, physical and natural environments. Equally important is the development of self-confidence and cooperative skills in a range of sporting exercises and physical activities.

The Physical Education course provides students with experience, challenge and enjoyment in physical activity, recreation and sport.

Description

Students can expect to participate in the following: Athletics, Lifestyle and leisure, Indigenous games, SEPEP and community sports.

There are a number of Physical Education electives that are outlined in the Elective section of this booklet.

Health and Community Projects (compulsory elective)

Rationale:

Health and Community Projects promote an understanding of the importance of personal and community actions in health promotion and wellbeing. This course provides a foundation for developing strong community connections through health promotion and provides students with a range of knowledge and skills related to personal health and wellbeing. The community engagement through a health promotion project enables students to build strong social relationships, communication skills, management skills and an awareness of community needs.

Description:

Students will also investigate health-related topics under a theme of harm minimisation including drug and alcohol misuse, driving and getting your licence, sexual health, healthy relationships mental health and the health needs of young people. Students will complete the “Save-a-Mate” program, first aid and a health related Community Project.

Electives

Students select three electives each semester. Each elective is four periods, taught as two double periods. Students will select units from The Arts, Health & PE, LOTE and Technology.

Unit descriptions within the elective block detail what is covered and methods of assessment.

1. **Each student must choose one elective from the Arts and one from Technology.**
2. All students must complete the compulsory Health and Community Project elective
3. The other three choices are open.
4. Students who choose to study a Language, will do that subject for two Semesters.
5. Students who study an instrument are encouraged to study a music elective.
6. SEALP students attending Horsham College in 2017, must study a Language.

Students and parents are encouraged to read the unit descriptions carefully. Where necessary, seek further information from staff members who teach within that Learning Area. Careers advisors are also available to assist in matching student potential and interest with the learning demands of the subject and the student’s career aspirations.

THE ARTS

ART

THREE DIMENSIONAL ART
VISUAL COMMUNICATION DESIGN

MUSIC

DRAMA

MEDIA ARTS

DANCE

THE ARTS

Introduction

In the Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques, share opinions and extend the limits of the arts.

ATDP DIGITAL PHOTOGRAPHY

Description

Students develop a personal style, explore, express ideas, concepts and themes in digital photography. They photograph, select and manipulate design in photography, applying in camera techniques, and post production specific to digital photography. Students create, present, analyse and evaluate photographic composition and display. They interpret images and analyse post production processes to explore different forms of expression, intentions and viewpoints of photographers and how this affects audiences.

Areas of Study

- Explore and express ideas through photography
- Digital photographic processes and post production processes including Photoshop
- Presenting photographs and photo
- Respond to and interpret photographic works

Pathways

- Year 9 Media Arts
- Year 10 Analogue Photography
- Year 10 Contemporary Art
- VCE Media Studies Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

ATTD THREE DIMENSIONAL ART

Description

Students explore the 3 D visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes. They select techniques, manual construction and digital information and design three dimensional forms. Students construct, present, analyse and evaluate sculptural display, considering audience response. They interpret three dimensional works and analyse construction processes, exploring and analyzing physically and virtually constructed three dimensional forms. They examine the installation and display of three dimensional artworks and audience interpretation.

Areas of Study

- Explore three dimensional media and express ideas through form
- Processes specific to creating physical three dimensional forms manually and through computer programs
- Presenting sculptural artwork
- Responding to and interpreting three dimensional artworks

Pathways

- Year 10 3D Art
- Year 10 Contemporary Art
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

ATVC VISUAL COMMUNICATION DESIGN

Description

Students develop and present visual communications demonstrating materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. Visual communications briefs in Environmental, Industrial and Communication Design using manual and digital drawing methods are created. Students develop a brief that identifies a specific audiences and needs, and present visual communications that meet the brief. They also analyse and evaluate design from different historical, social and cultural contexts.

Areas of Study

- Explore and represent ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Pathways

- Year 10 Visual Communication Design
- VCE Visual Communication Design Units 1-4
- VCE Studio Art Units 1-4

ATCM CONTEMPORARY MUSIC – Unit 1

Description

This unit requires students to listen to, recognize, arrange, rehearse and perform music that contains the different stylistic features of contemporary and world music. Students improve their technical and expressive skills and apply them while using guitar, bass guitar, keyboards, percussion, voice and technology during performance.

Areas of Study

- Instrument technique
- Arranging
- Present and Perform, including recording
- Respond and Interpret

Pathways

- Instrumental Music
- Year 10 The Beat Goes On 1
- Year 10 The Beat Goes On 2
- Music Performance Units 1-4
- Music Investigation Units 3-4

ATSW SONG WRITING AND PERFORMANCE - Unit 2

Description

This unit investigates the features of contemporary and music from past times. Students plan, develop and notate compositions with an understanding of style and convention. Students evaluate a range of performances and compositions to inform and refine their own creations with technology and music making. Create, notate and perform your own creations and arrangements.

Areas of Study

- Composing stylistically
- Music Practices
- Present and Perform, including recording
- Respond and Interpret

Pathways

- Instrumental Music
- Year 10 The Beat Goes On 1
- Year 10 The Beat Goes On 2
- Music Performance Units 1-4
- Music Investigation Units 3-4

ATDR DRAMA

Description

Offered as a combined 9 and 10 elective- students devise, workshop and perform a range of dramatic pieces in order to develop performance skills with increased awareness of theatrical styles and conventions.

Drama gives students an opportunity to mature in their ability to critically analyse and reflect upon a variety of performances. As well as experimenting with characterization and stagecraft students are expected to engage with a variety of prompts in order to stimulate artistic decisions. Drama enhances student ability to question symbolism and language in performances; a skill that benefits them in many other subjects.

Areas of Study

- Experiment with a range of theatrical styles from artists such as Stanislavski, Brecht and Artaud, exploring the impact different styles have on an audience
- Critically analyse performances of their own and external performances, commenting on dramatic elements and stagecraft
- Work collaboratively with a term to organise and deliver a performance developed by students taking on both performing roles and stagecraft roles.

Pathways

- VCE Theatre Studies Units 1-4
- VCE Drama Units 1-4

ATMA MEDIA ARTS

Description

Students experiment with media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. Students plan, produce and distribute media artworks responding to contexts and audiences. Technical and symbolic elements are considered as are social beliefs and community values and contexts.

Areas of Study

- Explore and express ideas
- Media arts practices
- Present and Perform
- Respond and Interpret

Pathways

- VCE Media Studies Units 1-4
- VCE Studio Arts Units 1-4

ATDD DANCE

Description

Students explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities. They practise and refine technical and expressive skills to develop proficiency in genre and style-specific techniques. Students perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent. They evaluate their own choreography and performance, and that of others, to inform and refine future work.

Areas of Study

- Explore and express dance ideas
- Dance practices
- Present and Perform dance
- Respond and Interpret dance

Pathways

- Year 10 Dance Technical
- Year 10 Dance Expressive
- VCE Dance Units 1-4
- VET Dance

HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION
PHYSICAL EDUCATION

HPHE HEALTH & PHYSICAL EDUCATION

Students study a Physical Education core unit for two periods per week for the whole year. Students must also complete a semester of health and community projects which runs for four periods a week for one semester.

Students may also choose to study Physical Education units from the elective columns as they wish. They cannot repeat elective units. Elective units are for four periods per week for one semester.

Rationale

Physical Education promotes an understanding of the importance of physical health and wellbeing and lifelong participation in physical activity. The Learning Area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, organisational, physical and natural environments. Equally important is the development of self-confidence and cooperative skills in a range of sporting exercises and physical activities.

The Physical Education course provides students with experience, challenge and enjoyment in physical activity, recreation and sport.

Description

Students can expect to participate in the following: Athletics, Lifestyle and leisure, Indigenous games, SEPEP and community sports.

There are a number of Physical Education electives that are outlined in the Elective section of this booklet.

Summary of units offered

Compulsory units	Code	Subject
		Health and Community Projects

Elective units	Code	Subject
	HPRS	Bat and Racquet Sports
	HPSG	Sports for Girls
	HPSB	Sports for Boys
	HPDD	Dynamic Dancer
	HPDL	Dance Leadership
	HPDE	Outdoor Education
	HPFT	Fitness Training
	HPPP	9 Peak Performance

HPRS BAT & RACQUET SPORTS

Description

The unit aims to:

- develop advanced knowledge of skills, rules and tactics in a range of team and individual sports.
- foster sportsmanship, team cooperation as well as an understanding of the need for fitness.
- Encourage lifelong participation in sports for physical health and wellbeing
- Critical thinking and decision making processes.

Learning Activities

- All aspects of the games will be taught and practised.
- Variety of racquet and team sports eg. Badminton, Squash/Racquet ball, Tennis, Table Tennis, Hockey, Softball/Baseball

Assessment

- Skills and rules testing
- Umpiring proficiency
- Attitude and participation

HPSG SPORTS FOR GIRLS

Description

This unit aims to:

- Encourage students to be active for overall health and wellbeing
- Promote lifelong physical activity participation through the development of skills in a range of sports and physical activities.
- Promote a variety of community based sports and physical activities
- Encourage physical, social and mental health benefits through physical activity

Learning Activities

- Participation a range of activities that target developing fitness for females including trips to aerobics, power walking, body combat, Zumba and Swiss ball classes.
- Students will also develop skills and knowledge in a variety of individual (e.g. tennis, golf, swimming, rock climbing) and team sports (e.g. netball, basketball, football).

Assessment

- Participation 80%, Skill and Unit Tests and Assignments.

HPSB SPORTS FOR BOYS

Description

This unit aims to:

- Encourage students to be active for overall health and wellbeing
- Promote lifelong physical activity participation through the development of skills in a range of sports and physical activities.
- Promote a variety of community based sports and physical activities
- Encourage physical, social and mental health benefits through physical activity

Learning Activities

- Develop advanced knowledge of skills, rules and tactics in a variety of team sports – e.g. basketball, volleyball, softball/baseball, touch, soccer, hockey, cricket, Gaelic football, Australian rules football and lacrosse.
- Foster sportsmanship, team co-operation as well as understanding of the need for fitness

Assessment

- Participation 80%, Skill and Unit Tests and Assignments

HPDD DYNAMIC DANCER

Description

Through regular participation in a variety of dance related experiences, student health and wellbeing is nurtured and enhanced. This is a semester 1 unit aimed at VELS level 5.25. Students are expected to wear either PE uniform or Dance uniform singlet top for practical sessions.

This unit aims to:

- Develop and expand dance movement vocabulary.
- Use ICT to evaluate and improve the quality of the students' movement skills during performance.
- Identify a range of development paths used for creating dance routines.
- Develop students' awareness of concepts of Self Esteem and Positive Body Image.
- Build knowledge of safe dance practices and warm up principles.
- Reinforce the physical, emotional and spiritual health benefits associated with dancing.
- Encourage students to explore and develop their own dance genre.

Learning Activities

- Practical sessions conducted in class
- Visit to and participation in community dance mediums
- Optional visit to Melbourne or Ballarat dance performance

Assessment

- Completion of Theory manual
- Peer assessment
- Practical participation assessment
- Semester 1 – Dance student concert

HPDL DANCE LEADERSHIP

Description

Through regular participation in team work experiences, students develop valuable leadership and team building skills. This is a Semester 2 unit aimed at VELS level 5.50. Students are expected to wear either PE uniform or the Dance uniform singlet top for practical sessions.

This unit aims to:

- Students will research and discuss famous dance routines, and the social/cultural and political events taking place during the period the dance was created.
- Understand the value of goal setting and planning to improve participation and enjoyment levels.
- Undertake a leadership role with their dance team.
- Analyse skills and concepts used by various dancers.
- Promote independent dance expression, as a soloist, or within a group routine.
- Develop students' appreciation of rights and responsibilities as a member of a team.
- Encourage students to explore and develop their own dance genre.

Learning Activities

- Practical sessions conducted in class
- Visit to and participation in community dance training opportunities
- Optional visit to Melbourne or Ballarat dance performance

Assessment

- Completion of Theory manual
- Class presentation on a famous dance piece
- Peer assessment
- Practical participation assessment
- Semester 2 – Public Performance to local primary school/s

HPFT FITNESS TRAINING

Description

This unit aims to:

- Introduce students to the fundamentals of fitness training, including finding your fitness strengths and weaknesses and how to go about personal training.
- Encourage physical, social and mental health through the participation in fitness training and activities
- Promote fitness for lifelong physical activity participation

Learning Activities

- Students will be expected to participate in a wide range of fitness training programs such as various forms of weight training, circuit training and a variety of running programs including continuous, interval and fartlek training.
- Swimming and exercise in the water will also be covered.
- Students will also be taught the theory components relevant to the cardiovascular and respiratory systems, the different energy systems used during physical activity and an understanding of fitness components.

Assessment

- 80% participation in practical activities
- Tests and assignments
- Development and improvement

HPDE OUTDOOR EDUCATION

Description

Students selected into this class will be encouraged to gain the internationally recognised Duke of Edinburgh Bronze Award. All Year 9 students have the opportunity to undertake the requirements of the award as part of the Challenge Certificate but only students in this class can obtain the Bronze award.

Learning Activities

Students will be expected to complete all sections in the:

1. Duke of Edinburgh's Award:

- **Physical Recreation:** Take up a physical activity or sport and reach a chosen standard or show improvement.
- **Skill:** Choose a hobby or interest and follow it regularly to improve your skill level.
- **Service:** Choose a local community group to be involved with and to help others through voluntary work.

All requirements must be done outside of school hours for an average of one hour week for three months. An additional three months is required for one of the requirements above.

Students must also attend the following camps

- Adventurous Journey – Mt. Arapiles
- Year 9 Camp - Grampians
- Celebration Camp – Ocean Grove

2. Learning Modules

- **Community** – Self, Community Groups, Volunteering
- **Communication** – Teamwork, Negotiating, Problem Solving and Reporting.
- **Project Management** – Research, Planning, Doing and Evaluating.

3. Bushcraft and Leadership

- Outdoor Equipment
- Food, Cooking and Hygiene
- Safety in the Outdoors
- Specific skills for outdoor environments
- Leadership Skills

Assessment

- Students will need to successfully complete all sections and requirements in the Duke of Edinburgh's Award and the Learning Modules to gain a pass in this unit.
- Students are to be actively involved in all aspects of project management and fundraising throughout the semester.

Expected Costs:

\$120 registration fee

\$300 for the Adventurous Journey

HPPP YEAR 9 PEAK PERFORMANCE

Description

This elective aims to give talented athletes at Horsham College an entry level into the ability to train in their chosen discipline at an elite level to compete. The program aims to foster and develop individuals to have the skills and knowledge to train for success. Students develop individualised training programs to meet the specific needs of their specialist area. Students must apply to enter the program detailing their appropriateness for selection.

Learning Activities

- Strength and conditioning
- Energy Systems
- Fatigue and recovery

Assessment

- VET units

LANGUAGES

GERMAN
SPANISH

LANGUAGES

Introduction

- When choosing a language students need to choose the language that they have studied in Year 8.
- It is a requirement that SEALP students continue with a language in both Semester One and Semester Two
- Semester One and Semester Two of German/Spanish is a minimum prerequisite for language studies at Year 10.

LOGE GERMAN – Semester One

Description

In Semester One Year 9 German students will to improve their use of German communicative and intercultural skills. They will begin to write longer texts on familiar topics giving information about themselves, personal likes and dislikes, school life and travel. They will further develop their knowledge of German culture, history, education and values using songs, movies and research projects.

Learning Activities

A wide range of activities will provide students with opportunities to practice and improve their use of German.

- Speaking, listening, reading and writing activities
- Grammar exercises
- Digital resources and realia (eg. DVDs, role plays, games, songs) that encourage students to become immersed in German
- Opportunities to participate in German language competitions, scholarships, excursions and exchanges

Assessment

- Regular listening, reading, writing and grammar assessment tasks
- Regular oral assessment tasks (eg. role plays, interviews)
- Regular homework tasks for practice and improvement in all aspects of German language knowledge and use
- Research projects and activities will help students develop sound intercultural skills and abilities

LOGE GERMAN – Semester Two

Description

In Semester Two Year 9 German students will further improve their use of German communicative and intercultural skills. They will continue to write longer texts on familiar topics giving information about themselves, personal likes and dislikes, school life and travel. They will further develop their knowledge of German culture, history, education and values using songs, movies and research projects.

Learning Activities

A wide range of activities will provide students with opportunities to practice and improve their use of German.

- Speaking, listening, reading and writing activities
- Grammar exercises
- Digital resources and realia (eg. DVDs, role plays, games, songs) that encourage students to become immersed in German
- Opportunities to participate in German language competitions, scholarships, excursions and exchanges

Assessment

- Regular listening, reading, writing and grammar assessment tasks
- Regular oral assessment tasks (eg. role plays, interviews)
- Regular homework tasks for practice and improvement in all aspects of German language knowledge and use
- Research projects and activities will help students develop sound intercultural skills and abilities

LOSP SPANISH – Semester One

Description

In Year 9 Spanish students will continue to improve their use of Spanish communicative and intercultural skills. They will begin to write longer texts on familiar topics giving information about themselves, personal likes and dislikes, school life and travel. They will further develop their knowledge of Spanish culture, history, education and values using songs, movies and research projects.

Learning Activities

A wide range of activities will provide students with opportunities to practice and improve their use of Spanish.

- Speaking, listening, reading and writing activities
- Grammar exercises
- Digital resources and realia (eg. DVDs, role plays, games, songs) that encourage students to become immersed in Spanish

Assessment

- Regular listening, reading, writing and grammar assessment tasks
- Regular oral assessment tasks (eg. role plays, interviews)
- Regular homework tasks for practice and improvement in all aspects of Spanish language knowledge and use
- Research projects and activities will help students develop sound intercultural skills and abilities

Description

In Year 9 Spanish students will continue further improve their use of Spanish communicative and intercultural skills. They will begin to write longer texts on familiar topics giving information about themselves, personal likes and dislikes, school life and travel. They will further develop their knowledge of Spanish culture, history, education and values using songs, movies and research projects.

Learning Activities

A wide range of activities will provide students with opportunities to practise and improve their use of Spanish.

- Speaking, listening, reading and writing activities
- Grammar exercises
- Digital resources and realia (eg. DVDs, role plays, games, songs) that encourage students to become immersed in Spanish

Assessment

- Regular listening, reading, writing and grammar assessment tasks
- Regular oral assessment tasks (eg. role plays, interviews)
- Regular homework tasks for practice and improvement in all aspects of Spanish language knowledge and use
- Research projects and activities will help students develop sound intercultural skills and abilities

TECHNOLOGY STUDIES

AUTOMOTIVE
FOOD
INFORMATION TECHNOLOGY
METAL
TEXTILES
WOOD

TECHNOLOGY STUDIES

INTRODUCTION

Technology units will ensure that the students experience the “making or doing” part of technology, solving a problem or meeting a need by creating a product.

The study of Technology consists of three strands of learning, **Material, Systems** and **Information**. Students are recommended to choose two from the three strands.

Technology is a term that refers to the equipment and processes people use to enhance, maintain and modify the environment and resources to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials and information to create useful products.

Each of the three strands of Materials, Systems and Information will require the student to work through **three phases**.

They are:

- Investigating and designing
- Producing
- Analysing and evaluating

TSSE	SMALL ENGINES
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Description

This unit will enable students to study the principles of four-stroke and two-stroke internal combustion engines fitted to various forms of powered equipment. They will analyse the input process and outputs of these engines and investigate the uses of small engines in the community. All work must meet all safety and industrial standards.

This unit can enhance learning towards VCE Systems & Technology, Certificate in Automotive, Vehicle Technology and Agriculture and Horticulture.

Learning Activities

- Safety in the workplace
- 4 stroke cycle principle
- 2 stroke cycle principle
- Fault Diagnostics
- Job and Production
- Development of Projects through a design brief
- Evaluation of completed tasks
- Engine Configuration
- Tool Identification and use
- Metal identification
- Engine components
- Dismantle and assembly techniques
- Simple test and adjustments.

Assessment

- Positive class commitment
- Demonstration of the technological phases
- Safety
- Use of specialist tools and equipment
- Record of all tasks
- Completion of Assignments
- Research using printed form and internet

TSWW WOOD

Description

In this unit students will have the opportunity to construct a number of products. The students will be required to construct a set project to enable a range of skills to be taught and to evaluate the level of the students' competency.

The unit will have a theme of portable storage and the student will have to demonstrate the use of the three phases of Technology, Investigating and designing, producing and analysing and evaluating.

Learning Activities

The following skills and knowledge will be covered:

- Safety in the workshop
- Types of finishes
- Production of working drawings
- Use of range of hand tools
- Planning and production processes.
- Application of the Australian standards

Assessment

- Assessment will be based on the student's ability to meet the outcomes of the Curriculum & Standards Framework

TSMR METAL & RELATED STUDIES

Description

This unit allows students to develop their skills in metalwork using a wide range of materials. Students will develop skills in the three phases of Technology, Design and Investigation, Production and Analysing and Evaluation. They will be able to select from a wide range of projects to develop their own project through the use of a Design Brief. They may select to focus on particular projects. This area can lead onto further studies in VCE Design & Technology or VET.

Learning Activities

Possible projects: tool cabinets/boxes, wrought iron work, wind chimes, gardening tools, fishing rod holder, motorcycle projects, candle holders, jewellery making or other selected projects.

The following skills and knowledge will be covered:

- Designing methods
- Selection of materials for a given task.
- Workshop safety
- Wide range of skills using machines and equipment
- Development of projects through a design brief
- Evaluation of completed tasks

Assessment

- Assessment will be based on the presentation of a work folder and the individual ability to safely carry out the given projects to meet the set Curriculum & Standards Framework outcomes at this level.

TSTX TERRIFIC TEXTILES

Description

Students will work with a variety of materials to produce articles or garments. They will work through the three phases of Technology – Designing/Investigating, Producing and Evaluating/Analysing.

Learning Activities

- Students will be encouraged to develop their design and practical skills. They will look at machine and hand decoration and investigate different types of fabrics. Students will be expected to complete core productions, such as:
 - Calico Doll
 - Make Up Bag
 - Pyjama Pants
 - Patchwork Cushion
 - Bag with Fastening
 - Free Choice item

Assessment

- Students will need to complete five productions, bookwork and a textile investigation

TSIA INFORMATION TECHNOLOGY

Description

Students will develop simple games, apps, websites and short movies using stop motion. Skills learnt will be most valuable for presentation of their current school work in many subjects and useful preparation for their careers.

Learning Activities

- A range of design briefs will require students to investigate, design, produce and evaluate a variety of tasks relating to game design, apps, movies and web design.

Assessment

- Short film festival
- Game and app round robin
- Web site
- Design tasks

Description

In this unit students will develop an awareness of the different types of cafes, the service and foods which are available to customers. Students will investigate, design, produce and evaluate food that might typically be purchased at a Deli or Café.

Learning Activities

Students will use a range of techniques including visits to delis /cafe's to look at how they operate.

They will:

- Investigate the range of foods typically served in cafes, including foods for people with special dietary needs
- Design their own café and foods to be served in their café.
- Produce foods that are typically served in cafes, using a variety of equipment and techniques.
- Evaluate foods produced.

Assessment

- Based on effort, participation, attitude and initiative. Investigation, Design and Evaluation will be assessed through assignment sheets.