



HILLSIDE
CHRISTIAN COLLEGE

CURRICULUM HANDBOOK

YEAR 9 2017

HillSide Christian College is an Independent Private School. The College Board, Senior Executive team, Staff, HillSide Church, Chaplains and Parents at our college are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence in a positive and safe environment. More especially, we focus on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning transpires. One of our goals is to also enable every student to develop the knowledge, understanding and skills to make choices ensuring their happiness and success.

HillSide Christian College has responsibly served the local community for 40 years and we enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways. Please liaise with us regarding what you can offer and we will gladly accommodate your skills and talents. The College's role is to ensure that the foundations are laid for each student to give their best, and to remain motivated to achieve excellence.

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite at HillSide Christian College. Students in Year 9 are currently studying a combination of subjects that are correlated to the Australian Curriculum. The Australian Curriculum is a national initiative and is now implemented across all states and territories in Australia.

In 2017, Year 9 students will study the compulsory subjects of English, Mathematics, Science, Human and Social Sciences (HASS), Christian Education, Digital Technologies (ICT), and Health and Physical Education. Electives in 2017 will involve students choosing Performing Arts (Drama/Dance) or The Arts (Media), and either Design and Technology (Materials) or Food Technology. Students are encouraged to choose wisely from the electives available, and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Senior Secondary School. Students will also enjoy a choice of electives for Club & Culture, which may include Visual Arts, Sport, Swimming, Fitness, Automotive, Japanese and other subject electives. These subjects are not graded as these will constitute one period per week and these rotate on a term-by-term basis.

While further details about the topics, knowledge, skills and assessment within each subject in the Year 9 curriculum suite will be expanded upon in course documents that students will receive in class. It is our hope that the overarching view that this document provides, will service a holistic understanding of the learning during this important stage of development.

It is hoped that in perusing this document you will receive a sense of our vision to promote engagement for learning amongst our students during their last year in the lower secondary phase at our College. Year 9 should be considered the last preparation year before the start of Senior Secondary, which begins at Year 10.

LEARNING AREAS

At HillSide Christian College, courses are linked together in groups called ‘Learning Areas’.

The Learning Areas are:

- English
- Health and Physical Education
- Mathematics
- Science
- Humanities and Social Science
- OPTION 1: Technology and Enterprise: comprising Food Technology OR Design and Technology with Digital Technology (ICT)
- OPTION 2: The Arts: comprising Performing Arts (Dance and Drama) OR Non-Performing Arts (Media and Photography)
- Christian Living
- Japanese (not an option: only available in Club and Culture and after school selection)

YEAR 9 SUBJECT SELECTION

The four core subjects English, Mathematics, HASS and Science will constitute 50% total instruction time. Other non-core subjects make up the remaining 50% portion of instruction time.

In Year 9 students have ONE elective (option) from The Arts, and ONE elective (option) from Technologies. The Arts will be *either* Performing Arts (Dance and Drama) OR Non-Performing Arts (Media and Photography). Technologies will be *either* Design Technology (Wood Work and Technical Drawing) OR Food Technology (Hospitality and Food Preparation). Students will also be required to study Digital Technologies with their selected Technology subject. Options will constitute four (4) periods per week each, and will run the whole of 2017.

Option selections and core subjects need to be correlated with the Booklist for the Year Level. Students may need books for all subjects.

Year 9 Timetable

Below is an example of the 2017 Year 9 timetable. Where two subjects are listed, the OPTION assigned to the student will be students' timetable allocation. The subjects below are listed with a Room Number. This indicates the breadth of subjects and probable change of locations:

YEAR 9					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	FORM				
LESSON 1 8.40 - 9.35	SCIENCE 10	FT 2 OR D&T 6	MATHS 11	P/ARTS 11 OR MEDIA 8	CHAPEL
LESSON 2 9.35 - 10.30	FT 2 OR D&T 6	HASS 14	ENGLISH 14	ENGLISH	DISCIPLESHIP
10.30 - 10.55			RECESS		
LESSON 3 10.55 - 11.50	MATHS 11	P/ARTS 11 OR MEDIA 8	HASS 14	ENGLISH 14	PHYS ED 13
LESSON 4 11.50 - 12.45	MATHS 11	MATHS 11	CHRISTIAN LIV.	SCIENCE 10	CHRISTIAN LIV.
12.45 - 1.20	LUNCH				
1.20 - 1.25	FORM				
LESSON 5 1.25 - 2.20	P/ARTS 11 OR MEDIA 8	SCIENCE 10	FT 2 OR D&T 6	HASS 14	ENGLISH 14
LESSON 6 2.20 - 3.10	P/ARTS 11 OR MEDIA 8	SCIENCE 10	FT 2 OR D&T 6	HEALTH 13	CLUB & CULTURE

Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a firm foundation for Year 11 and Year 12 courses, with students gradually specialising in as they progress.

Year 9 and 10

- Students study all compulsory subjects.
- No compulsory rotations.
- Students have a choice and elect to study one component of The Arts and one component of Technology for the full year.

Year 11 and 12

ATAR courses

- Students studying ATAR subjects get direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 “C” grade to achieve a WACE.

LIST OF ATAR COURSES CURRENTLY ON OFFER (based on the choices of current students)

English	Religion and Life
Mathematics Specialist	Outdoor Education
Mathematics Methods	Applied IT
Physics	Media Production
Chemistry	
Human Biology	
Careers and Enterprise	

LIST OF GENERAL COURSES CURRENTLY ON OFFER (based on the choices of current students)

English	Religion and Life
Mathematics Essentials/Foundations	Outdoor Education
Human Biology	Applied IT
Health Studies	Media Production
Careers and Enterprise	Material Design Technologies

Students studying VET may also complete Certificate II and III in Business and Hospitality/Tourism.

THE ARTS LEARNING AREA

DRAMA

This is an enjoyable and invigorating Drama course packed with variety, excitement and an increasing expectation of focus and discipline. Students will learn how to develop acting techniques appropriate to different styles of drama. The course will assist students in developing skills in communication and team work along with ensemble performance creation. It will appeal to students who have a keen interest in theatre, acting and theatre production. Students will be able to unleash creativity through different roles in costume design, stage management and set design.

Class work includes:

- Improvisation skills
- Creating scripts
- Creating and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching styles of theatre
- Putting on a class production

Students will complete a unit of work on each of the following areas: Improvisation, Commedia dell'Arte (traditional comedy), Australian contemporary drama, Mime and mask. They will develop an understanding of the elements of drama and the styles of drama. Students will learn basic history of drama forms from around the world. The course will enhance students' study of English and will also help to develop creative and critical thinking, confidence and effective communication whether working individually or as a team. Students will gain experience through different roles and responsibilities, teaching them creative problem solving group skills. Students will engage in workshops with professional actors as well as incursions and excursions in a variety of drama styles.

The course runs for the full academic year

MEDIA

Students will be introduced to the language of the media and learn how particular codes and conventions are used to make entertaining and engaging media texts. They will experiment with media technology to make short films, emotive portraits and design a video game. Students will also generate ideas and learn the basic production skills and processes that will allow them to apply their knowledge and creativity in their own productions.

Media Language

Students learn about language relating to media form, narrative, codes and conventions; representation; and skills and processes.

Audiences

Students develop awareness relating to the reader's social and cultural experiences; values, attitudes and ideologies; sub-cultures; and past, present and emerging trends.

Production

Students develop conceptual skills and understandings relevant to producing media texts; media use and target audience; and controls and constraints.

MUSIC

This course is studied throughout the year in order to develop a high level of music literacy. The core areas of the course are: Aural, Theory, Composition/ Arranging, Music History and Performance. Performance is a very important aspect of the course. Students must be receiving regular tuition on their chosen instrument and have competent performance skills.

Performing

Students apply musicianship, skills, techniques and conventions when performing both as a soloist and within choral and instrumental ensembles.

Composing and Arranging

Students apply music language, skills, techniques and conventions when composing or arranging. They will use the MAC platform to access music technology programmes including Sibelius, Garage Band, Musition and Auralia.

Listening and Responding

Students respond to, reflect on, and evaluate music reflections (self and peer) will be in both written and oral formats. In addition, students will critically evaluate concerts and recordings and establish personal goal setting for performance development.

Culture Historical Analysis

Students understand how social, cultural and historical factors shape the role of music in society. Students will investigate and analyse the forms and conventions of Classical music and Jazz music.

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Performance is a major part of the Music Course throughout High School.

- Students must receive weekly instrumental/vocal tuition and be committed to regular practice in order to continually improve their performance skills.
- Attendance at High School Choir rehearsals is a compulsory aspect of this course and is assessable.
- Students studying a band or orchestral instrument must also be a member of one of the following Ensembles: Concert Band, Orchestra or Wind Ensemble.

VISUAL ART

The Visual Arts course is a fine arts course, which in lower school provides students with fundamental knowledge of the art and design elements and principles. It is a task orientated, project based course. It nurtures the development of problem solving skills together with creative and analytical thinking. The course encourages innovation through a process of inquiry and exploration. Students demonstrate arts outcomes through the processes of visual inquiry, studio practice, exhibition, and the investigation of historical and contemporary art.

Students work through a series of projects in different art forms which are both two and three dimensional. These include: drawing, ceramics, painting, collage, printmaking, sculpture and textiles. The course is divided into two aspects; art making and art interpretation. Students compile a visual diary, which documents their ideas development and the art making process. The majority of the course provides for the creation of resolved artworks. Art interpretation introduces students to art analysis and appreciation strategies. Students also have the opportunity to participate in the annual art exhibition where selected artworks are displayed.

ENGLISH

Aligned with the Australian Curriculum, the Year 9 English course aims to provide a range of opportunities for students to demonstrate their knowledge, understandings, skills and values in increasingly challenging contexts.

Specifically, the courses are written to encourage each student's enjoyment of English as a life-long discipline, to foster an understanding and critical awareness of the world around them, and to engage and further encourage their passion for a range of varied literacies.

Through these courses, it is our hope that students will develop and build upon a passion for knowledge and for the stories that encapsulate what it is to be human in an increasingly complex local, national and global milieu.

Students will respond to and create visual, digital and written texts that represent a balance between the past and the present.

In recognition of the individuality of each student, courses are designed to allow for difference in both ability and interest.

Rigour and relevance are the twin foci of an English Learning Area where learning is not limited to the classroom. Students will increasingly assume responsibility for their own learning through flexible content delivery that fosters independence, organisation and real engagement in the learning experience.

The English course has three main strands:

Language, Literature and Literacy. There are Common Assessment Tasks that all students will complete by the end of the year. Class teachers will also set class-based tasks that will provide feedback to the student and parents on areas of strength and weakness and relative level of performance.

In both semesters, students develop their functional literacy skills and through studies of literary and popular texts, expand their critical literacy skills. There is also an oral component in the course. The ranges of fiction and non-fiction texts studied include:

- The novel.
- The short story and poetry.
- Media texts, such as feature film.
- Expository texts and autobiographies.

HEALTH AND PHYSICAL EDUCATION

The goal of the Physical Education course is to develop the ability and desire in students to participate in healthy lifestyles both now and in the future. To achieve this, courses focus on a holistic approach for each student whilst providing safe, fun and motivating programs embedded in a subculture with which students can identify.

Health and Physical Education Learning Area Outcomes

Knowledge and Understandings

Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

Attitudes and Values

Students develop attitudes and values associated with a healthy, active lifestyle.

Skills for Physical Activity

Students demonstrate movement, skills and strategies for confident and competent participation in physical activity.

Self-management Skills

Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

Interpersonal Skills

Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

This is a compulsory course of study that involves 2 hours of Physical Activity and 1 hour of Health per week. It teaches students how to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The Health and Physical Education course is aligned with the draft Australian Curriculum which reflects two key strands and a number of sub-strands that schools align to.

Strand	Personal, Social and Community Health	Movement and Physical activity
Sub Strands	<ul style="list-style-type: none"> • Being health, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities. Child protection. 	<ul style="list-style-type: none"> • Moving our body • Understanding movement • Learning through movement

Health	Physical Education
Pregnancy Birth <ul style="list-style-type: none"> Conception, pregnancy and birth 	Challenge and adventure activities <ul style="list-style-type: none"> Athletics and swimming carnivals Games and sports
Alcohol Party Use Illegal drugs <ul style="list-style-type: none"> Drug awareness with an emphasis on cannabis and alcohol 	<ul style="list-style-type: none"> Volleyball Basketball Touch Soccer Lifelong and physical activities <ul style="list-style-type: none"> Fitness for sports
Cancer Lifestyle diseases Alternative Medicine <ul style="list-style-type: none"> Cancer awareness and detection strategies Nutrition and Physical Activity Medical awareness	Rhythmic and expressive activities <ul style="list-style-type: none"> Athletics
Societal Attitudes Discrimination Prejudice Rights and responsibilities Attitudes and scenarios related to societal issues	

OUTDOOR EDUCATION

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in surfing and abseiling related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills. This will only be offered in 2017 during Club and Culture but will not be assessed or delivered as a general subject.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences Learning Area develops each student's understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 9 the focus is on developing knowledge and skills in geography by studying globalisation, food security and biomes, resource management and issues in Australian society as outlined in the Australian Geography Curriculum. The second semester will be dedicated to the study of history from 1750 to 1901 AD as a requirement for the implementation of the Australian History Curriculum. The study emphasis in this curriculum will be on the Industrial Revolution, The Making of the Australian Nation and World War 1. The study of economics is delivered through a case study approach examining contemporary issues linked to the global economy, financial risks and rewards, competitive advantage and workplace contexts.

COURSE STRUCTURE

Term One

Biomes and Food Security

Interconnections

(Links to Geography & Earth and Environmental Science)

Term Two

The Making of the Modern World & Australia - Technology Progress & Social Change

(Links to Modern History & Political and Legal Studies)

Term Three

The Making of Australia and The Great War

(Links to Modern History & Political and Legal Studies)

Term Four

Australian Consumer Society - Governments and Law

(Links to Economics, Geography, Political and Legal Studies, Civics and Citizenship)

A continued emphasis will also be placed on the development of skills including research, interpretation of source and data skills, mapping, graph construction, chronological sequencing, document analysis, referencing and effective use of the internet. Writing skills such as sentence construction and paragraphing are further developed as well as note taking and essay / report writing skills.

CHRISTIAN LIVING

The search for meaning

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical Literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have three periods per week involving Chapel and Christian studies.

Religious belief, teaching and practice

HillSide is a Christian school and will objectively study other religions. The school is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will be the overarching theme of this course. Within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices.

MATHEMATICS

Year 9 students study the new Australian Curriculum, which is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are:

- Understanding,
- Fluency,
- Problem Solving, and
- Reasoning.

These indicate the approach that the new Australian Curriculum takes to exploring content and developing the thinking and doing of Mathematics. An area of emphasis is the language to build the developmental aspects of the learning of Mathematics. There are three content strands, as follows:

Number and Algebra are developed together as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two - dimensional figures in the plane and three - dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

An understanding of science is important to appreciate the world in which we live and to be able to contribute intelligently to scientific debate in the community. Students will experience science through a practical approach and in a variety of interesting contexts.

Students will study in the following areas:

- *Biology*: the biology of humans and the systems of life. Students understand their own Biology and that of other living things. They will appreciate the interdependence of life. Students will study plants and their relationship with the environment. In the context of numbers, students will look at the structure and functions of common organs in the humans body.
- *Chemistry*: the chemistry of substances and how it affects their properties and uses. Students are made aware that the structure of a material determines its properties. They are made aware of processing methods, especially in WA, and the use of new materials and technology. Students are introduced to basic ideas in Chemistry including bonding, atomic structure, elements, compounds and simple formulae. Special emphasis is placed on metals
- *Physics*: the physics of energy, how it is transferred and how it is vital to life and the world. Students understand that energy is vital to our existence and to our quality of life. Students study energy transformations with special reference to simple machines, electronic circuit and our solar energy.
- *Earth and Space Science*: the study of the physical nature of the earth including plate tectonics and volcanism. Students are made aware of our physical environment, our position in the universe and the consequences of our life style changes. Students look at our place in space, astronomy and look at the geology of the earth's structure.
- *Science Inquiry*: students will learn how to conduct investigations in a scientific and logical way. This incorporates communicating, acting responsibly, understanding the impact science makes in society and in our daily life. This is assessed in every term unit as a result of practical work, class discussion and formal assignments.
- *Science as a Human Endeavour*: students will explore the nature and development of science and its influence in our lives.

FOOD TECHNOLOGY

This course aims to develop advanced skills in food handling, preparation, and presentation. Students will participate in food design challenges and extend their creativity and design skills using the technology process to investigate, devise, plan, produce and evaluate a wide range of food related challenges working with interesting and appetising materials. In this very practical course, activities will focus on the influence of advances in technology and their impact on what we eat, culture, and social aspects of good health and food.

This course develops life skills for Year 9 students, mainly in the Foods component. In Foods, students will explore parts of a menu, such as Hors D'oeuvres, Entrées and Desserts. They will prepare a variety of dishes for all courses including Lamb and Vegetable Kebabs, Fettuccine, Nacho's, Shepherd's Pie and Lemon Meringue Pie. A highlight for the students is the construction of a decorated Chocolate House.

DIGITAL TECHNOLOGY (ICT)

This course is designed to familiarise students with a number of basic business and computing concepts skills. The aim is also to provide assistance, ideas and tools for the person who wishes to manage personal and small business finances and use Information Communication Technology in a purposeful manner.

DESIGN TECHNOLOGY

Students will develop practical design skills while working with metal, wood, plastics and electronics. Students will also gain a basic knowledge in manual and computer - based drawing skills, which will assist them in future courses. Students will apply various production methods to design, create and produce solutions to different design problems.

Students will learn to use machinery such as lathes, band saws, pedestal drills and various other fabrications machines.

This course is for students who wish to express themselves in designing and making practical activities using wood, metal and other materials. Students will be presented with a number of design challenges which will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish. The course builds on the skills presented in the Introductory Technology course in Year 8. Activities will require completion of a design portfolio employing the Technology Process of investigating, devising, producing and evaluating.

Students will become proficient in the use of a number of hand tools and machines while designing and making a range of models. All students will be instructed in safe workshop practices in the areas of machinery, sheet metal and welding/brazing. Students learn about hardening and tempering of carbon steel tools and products and work mostly with steel and steel based materials throughout the course, though other materials may be included.

