

Curriculum Guidelines

Year 9

Faith Lutheran College

Middle School

2018



Curriculum Guidelines - Year 9



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Contacts

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Listed below are key staff who can assist you with your subject selections.

Key Staff:

Mr Daniel Amey	Head of College	damey@faith.sa.edu.au
Mrs Kirsty Hansen	Middle School Curriculum Coordinator	khansen@faith.sa.edu.au
Mr Neil Jaensch	SACE Coordinator	njaensch@faith.sa.edu.au
Ms Trish Cirillo	Pathways Coordinator	tcirillo@faith.sa.edu.au
Mrs Dianne Sanders	VET Coordinator	dsanders@faith.sa.edu.au
Ms Sarah Ruwoldt	Year 12 Wellbeing Leader	sruwoldt@faith.sa.edu.au
Mr Nick Schmidt	Year 11 Wellbeing Leader	nschmidt@faith.sa.edu.au
Ms Judy Minge	Year 10 Wellbeing Leader	jminge@faith.sa.edu.au
Mr Joel Darling	Year 9 Wellbeing Leader	jdarling@faith.sa.edu.au
Mrs Michelle Schwarz	Year 8 Wellbeing Leader	mschwarz@faith.sa.edu.au

Key Websites:

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Charles Darwin University	www.cdu.edu.au
Flinders University	www.flinders.edu.au
The University of Adelaide	www.adelaide.edu.au
University of South Australia	www.unisa.edu.au
TAFE SA	www.tafesa.edu.au



Summary of Subjects

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Learning Area	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	CONTACT
Agriculture	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agricultural Production 	Bob Mitchell
Creative Arts	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Creative Arts – Drama 	<ul style="list-style-type: none"> • Creative Arts – Drama 	Colin Davis
English	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English • Essential English 	<ul style="list-style-type: none"> • English • Essential English • English Literary Studies 	Lisa Norwood
Health & PE	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Physical Education 	Ashley Clarke
Hospitality & Textiles Technology	<ul style="list-style-type: none"> • Hospitality & Textiles 	<ul style="list-style-type: none"> • Hospitality & Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • D&T - Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • Material Products - Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • Material Products - Textiles 	Bronwyn Young
Humanities & Social Sciences	<ul style="list-style-type: none"> • Business & Economics • Civics & Citizenship • History • Geography 	<ul style="list-style-type: none"> • Business & Economics • Civics & Citizenship • History • Geography 	<ul style="list-style-type: none"> • History • Geography 	<ul style="list-style-type: none"> • Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices 	<ul style="list-style-type: none"> • Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices 	Michelle Schwarz
Languages	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	Kirsty Hansen
LIFE	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	Craig Chidgey
Maths	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics • Applied Mathematics 	<ul style="list-style-type: none"> • Essential Mathematics A&B • General Mathematics A&B • Mathematical Methods A,B&C • Specialist Mathematics D 	<ul style="list-style-type: none"> • Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics 	Michael Nokes
Music	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music - Composing & Arranging • Music - Ensemble Performance • Music - Musicianship • Music - Music Individual Study • Music - Music Technology • Music - Performance Special Study • Music - Solo Performance 	Frank Cammans
Personal Learning Plan			<ul style="list-style-type: none"> • Personal Learning Plan 			Christine Mardle
Research Project					<ul style="list-style-type: none"> • Research Project 	Alison McLean
Science	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Chemistry • Biology • Physics 	<ul style="list-style-type: none"> • Chemistry • Biology • Physics 	Louise Pumpa
Technologies	<ul style="list-style-type: none"> • Digital Technologies • Design & Technologies 	<ul style="list-style-type: none"> • Design & Technologies 	<ul style="list-style-type: none"> • D&T – Metal • D&T – Wood • D&T – Electronics 	<ul style="list-style-type: none"> • Material Products – Metal • Material Products – Wood • Systems & Control Products Electronics 	<ul style="list-style-type: none"> • Material Products (Metal/Wood) • Systems & Control Products Electronics 	Jason Rosenzweig
Visual Arts	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Art • Design 	<ul style="list-style-type: none"> • Art • Design 	<ul style="list-style-type: none"> • Art • Design 	Cherie O'Dea
VET			<ul style="list-style-type: none"> • Certificate II Live Production & Services 	<ul style="list-style-type: none"> • Certificate II in Construction (partial) • Certificate II in Live Production & Services • Certificate III in Christian Ministry • Certificate III in Fitness 	<ul style="list-style-type: none"> • Certificate III in Fitness 	Dianne Sanders

Faith College is committed to designing learning experiences that create 'world ready' students.



World Ready

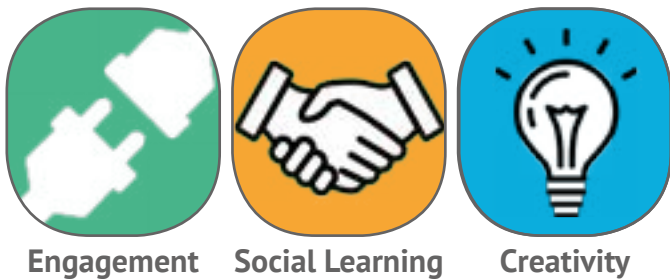
The term 'world ready' describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

<p>LIFELONG LEARNERS</p>	<ul style="list-style-type: none"> • Have a love of learning • Are curious, interested and problem-solvers • Are self-motivated and independent • Are creative and collaborative • Are analytical and reflective • Are globally aware and internationally minded
<p>SELF-CONFIDENT AND SELF-AWARE</p>	<ul style="list-style-type: none"> • Are actively developing personal strengths and talents • Are resilient and balanced in their approach • Are developing a sense of meaning and purpose • Can see beyond self and have a care for humanity • Are able to take responsibility and ownership
<p>COMMUNICATORS AND COLLABORATORS</p>	<ul style="list-style-type: none"> • Value teamwork • Work collaboratively • Are relational and empathetic • Are effective communicators across a range of mediums • Are developing local, national and global cultural awareness and networks
<p>CREATORS AND INNOVATORS</p>	<ul style="list-style-type: none"> • Are flexible thinkers • Are generators of ideas and solutions • Are risk takers, willing to try new things • View failure as a learning opportunity • Are users of latest technology

Designing learning experiences that creates 'world ready' students.

In every classroom, in every year level, and in every subject discipline, our staff enhance learning by intentionally designing learning experiences infused with, and informed by, our learning approaches.

Faith teachers utilise a varied range of strategies to connect with and develop 'world ready' students. Three key learning approaches which strongly enhance student learning and are a clear feature of our teaching and learning programs at Faith College are:



Intentional, deliberate and well planned rich learning experiences at Faith College are identified through the presence of creative, collaborative and engaging design elements. We are passionate about and we celebrate this approach to teaching, because it demonstrates our commitment to helping students be truly 'world ready'.

The College offers a broad range of educational programs and pathways within a Christian environment. There is an extensive range of co-curricular and extra curricular activities available to support students diverse interests.

Students are actively encouraged to recognise and develop their God-given talents, both academically and personally, within a safe and supportive environment which has strong connections with the local community.

The Middle Years Curriculum

The College supports the philosophy that Year 8 should provide an experience of every subject area, if possible, whilst Year 9 offers more choice and specialisation.



Learning Support

Philosophy:

To provide structures and supports to help students overcome barriers to accessing the curriculum.

Services

- Organisational and time management skills
- 1:1 assistance with homework
- Assignments
- Revising for tests
- Further explicit teaching of concepts encountered in class
- Pre-teaching of vocabulary that they will encounter in classes

Guidelines for placement

Students may be considered for this subject if they have an identified learning difficulty/disability or who have not reached benchmark in Reading, Writing or Numeracy in NAPLAN.

Gifted and Talented

Philosophy:

The Faith Gifted Education Program provides an array of services and a variety of challenging experiences and opportunities that aid gifted and talented students in discovering and fully developing their unique talents and abilities.

Services Available

- Differentiated instruction within classrooms
- Classroom cluster grouping by readiness
- Short-term pull-out groups focused on critical & creative thinking
- Advanced, accelerated and/or enriched course in various subject area
- Social and emotional support and guidance

Guidelines for placement

- Classroom performance on summative measures
- Standardised test data
- Teacher observations
- Individual learning characteristics including those that are directly observed and/or self, parent, teacher reported.

Year 9 Subject Selection

YEAR 9				
Compulsory Subjects	Term	Semester	Year	Page
Business & Economics				11
Civics and Citizenship				11
English			✓	14
Geography		✓		15
Health and Physical Education			✓	15
History		✓		16
LIFE (Learning in Faith Education)			✓	19
Mathematics			✓	20
Science			✓	22
Elective Subjects	Term	Semester	Year	
Choose two subjects which must include either German or Japanese				
Agriculture (1 or 2 Semesters)		✓	✓	10
Design and Technology (1 or 2 Semesters)		✓	✓	12
Drama (Creative Arts) (1 or 2 Semesters)		✓	✓	13
German (Languages)			✓	18
Hospitality and Textiles (1 or 2 Semesters)		✓	✓	17
Japanese (Languages)			✓	18
Music (1 or 2 Semesters)		✓	✓	20
Visual Arts (1 or 2 Semesters)		✓	✓	22
Learning Support (Selection in consultation with Learning Support staff)				



Philosophy:

Agriculture is an applied science subject designed to introduce students to a diversity of plant and animal enterprises commonly undertaken in South Australia. Theory work is complemented by a practical component. This not only fosters a greater appreciation of management practices but also gives scope to develop initiative, problem solving and a positive work ethic.

Year 9 (1 or 2 Semester Choice)

Content:

Unit A:

- Poultry Management – Meat Chickens and Layers
- Sheep Husbandry
- Crops and Pastures

Unit B:

- Tractor Operation and Farm Safety
- Vineyard Management (Vine Pruning & Covercropping)

Assessment:

A range of assessment strategies are used including:

- Theory Tests
- Practical work
- Assignment work
- Work Habits
- Practical Activities

Extension Opportunities:

- Being actively involved in the management and exhibition of the Show Teams: Beef Cattle, Sheep and Goats
- Learning the basic operation of an ATV and farm tractor
- Spur pruning College Vineyard



Year 9

Year 9 Business and Economics gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Key Inquiry Questions

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

Assessment:

Students will complete a range of assessment tasks on their own and in groups.

Year 9

Year 9 Civics and Citizenship curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principals of Australia's court system, including its role in applying and interpreting Australian Law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Key Inquiry Questions

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?



Philosophy:

By using the design process, students use design thinking and technologies to critique, explore and investigate; to generate, develop and evaluate ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students work through a variety of tasks intended to expand their skills in a range of areas, including materials awareness, sustainability, problem solving and tool use. Through practical activities students develop problem solving techniques, both individually and collaboratively.

Year 9 (1 or 2 Semester Choice)

Content:

Units provided in Design and Technologies courses focus on the following areas:

- Safety
- Appropriate use of tools and machinery
- Materials and sustainability
- The Design Process
- Investigate and generate design ideas
- Electronics and Control Systems

Students are able to select Design & Technologies A: Metal and Electronics (Semester 1) and/or Design & Technologies B : CO2 Powered Cars (Semester 2) to undertake during Year 9.

Design & Technologies A: Metal and Electronics (Semester 1) - Students move through the contexts of Metal and Electronics. Students investigate the use of metals through the design and production of functional and ornamental products such as candelabras, clocks and bottle holders. In Electronics students explore a range of components and circuits while developing an electronic game project that includes a programmable microcontroller.

Design & Technologies B: CO2 Powered Cars (Semester 2) - Students investigate the use of materials, develop design ideas and use 3D modeling/CAD software to design a Formula 1 inspired CO2 powered vehicle. Designs are virtual wind tunnel tested and are produced using a range of advanced manufacturing processes including computer controlled milling machines and 3D printers. Students develop graphics for the vehicle using vinyl cutting equipment to manufacture logos and other decals. Students prepare a visual display of their learning and race their completed vehicles along a 20m course against others at the end of the unit.

Assessment:

- Investigation
- Design Generation
- Production
- Project Management and Evaluation

Philosophy:

The aim in Years 8 and 9 is to introduce and refine the foundations of Drama in a non-threatening and safe atmosphere. Students will participate in performance experiences in many different ways, developing performance and team building skills as well as introducing students to analysis of dramatic works. Year 8 and 9 Drama is designed to construct competencies in play building, mime, movement, improvisation and performance, as well as developing confidence. The main strands of learning: Knowledge & Understanding, Application, Analysis and Learning Practices are designed to connect with the criteria of SACE.

Year 9 (1 or 2 Semester Choice)

Content:

The Years 8 and 9 course is heavily based on the development of practical skills in order to encourage sound practice and continued skills development.

This course is comprised of the following:

- Knowledge & Understanding
Learning intermediate theatre terminology. An evaluation of appropriate performance skills. A close study of an historical period / style / movement that has influenced Drama.
- Application
Creating, making and presenting performances based on different topics/styles. Learning and applying skills through practice.
- Analysis
Commenting on both students' individual work as well as their peers in a meaningful manner. Learning how to constructively analyse and respond to dramatic works.
- Learning Practices
Developing good work habits aimed at ensuring an appropriate level of effort, personal interest and responsibility in terms of organisation, interaction and participation.

Assessment:

- Performance (Application - Performance, Characterisation, Improvisation and Group Skills)
- Analysis (Knowledge & Analysis - Reflection, Evaluation, Research Based Investigation, Writing)

Extension Opportunities:

Students of Drama have excellent opportunities to become involved in a number of extra-curricular activities that are offered. They can further develop their talents and awareness by becoming involved in:

- Performing at Community Events
- Class based performances
- College Devotions
- College Musical Productions



Philosophy:

The study of English is central to the learning and development of all students. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The English Curriculum is written in line with the Australian Curriculum and aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how English works in its spoken and written forms
- Develop an informed appreciation of literature

Year 9 Full Year

Content:

Students study a variety of texts and topics whilst further developing appropriate skills.

Texts change on a regular basis. In 2017, we studied:

- Historical Fiction
- Film Analysis - Red Dog and Beneath Hill 60
- The Happiest Refugee (Novel)
- Advertising
- Life Stories
- Speeches

Assessment:

Students are formally assessed in the following areas:

- Response to Reading & Viewing
- Speaking and Listening Activities
- Ability to compose texts for a variety of contexts and audience

Extensions Opportunities:

The College offers a number of activities to enable students to extend their knowledge and understanding of the subject as well as opportunities to display the skills developed:

- Plain English Speaking Awards
- Premier's Reading Challenge
- Young Writers' Award
- Spring Poetry Festival

Selection Policy for Year 8 Support classes:

Eligibility for this class is determined by set criteria and discussion with the Learning Support Coordinators.

Philosophy:

To promote awareness and broaden understanding of the interconnections between the physical and human environments on a local, national and global scale.

Year 9 (1 Semester)

Content:

Unit 1: Biomes and Food Security

- What is a biome?
- How can we feed the world?
- What are the impacts of feeding the world?
- The future of food supply

Unit 2: Geography of Interconnections

- How do people connect with places?
- Tourism
- Trade around the globe
- Technology and communication

Assessment:

- Oral Reports and Presentations
- Mapping tasks
- Field Work Inquiry tasks
- Knowledge and understanding assessment
- Individual and Group Assignments

Extension Activities:

Opportunities are given for students to become involved in local, state and national activities and competitions. There is some involvement in plant propagation and revegetation at sites on the college property.

Philosophy:

To provide experiences for students across a broad spectrum of sporting and fitness activities. To introduce an understanding and appreciation of the basic skills of developing and maintaining personal physical fitness. To build an understanding of what a healthy lifestyle looks like and to raise students' awareness of relevant health issues. We encourage physical activity as an essential part of a health promoting lifestyle.

Year 9 (Full Year)

Content:

Students undertake the following activities:

- Physical Education: Athletics, Touch Football, Soft Lacrosse, Badminton, Soccer, Tennis, Volleyball and Bush Dance.
- Fitness: A wide range of fitness based games, circuits and running based activities.
- Health: Benefits of Physical Activity – The influence of technology on physical activity levels; Tracking personal activity levels.

Assessment:

- *Practical* - Skills Performance, Game Play, Sportsmanship, Interaction, Participation, Effort
- *Theory* - Investigative assignments

Extensions Opportunities:

- Students are encouraged to actively participate in the range of sporting opportunities made available through the year level graded 'Knockout' interschool and state competitions.
- Formal College Athletics and Aquatics Days provide the avenue for students to enter at both the participation and elite levels.
- Faith takes part in the SSSSA interschool graded competition in Athletics and Swimming. Students with special interests and gifts are encouraged to pursue their interests with support being given to participate in both state and national competitions.

Philosophy:

History provides students with opportunities to develop a wide range of knowledge and understanding as well as transportable skills. By understanding and identifying with groups and individuals from other times and places, students will develop a better understanding of their own society and how it came to be. By recognising their own values and appreciating the values of other people students will come to understand how and why people have acted in the past and the influence on their future.

Students will develop important skills in:

- Research and referencing
- Paragraph, report and essay writing
- Use of empathy and imagination
- Analysis, interpretation and evaluation of primary and secondary sources
- Analysis of the motives behind the historical actions of groups and individuals and the consequences.

Year 9 - 1 Semester

Compulsory subject

Content:

- Overview – The Making of a Modern World
- Depth Study 1: The Industrial Revolution
- Depth Study 2: Australia and Asia – Making a Nation
- Depth Study: World War One

Assessment:

- Sources Analysis
- Independent Investigations
- Empathy Tasks

Extensions Opportunities:

Students have the opportunity to enter a number of National and State competitions with the support of the History teachers. These include the National History Competition and the Simpson Prize. Details are given to students throughout the year.

Philosophy:

At Years 8 and 9, our aim is to introduce students to basic Hospitality and Textile concepts and a wide range of practical skills.

Year 9 (1 or 2 Semester Choice)

Content:

A wide range of skills and knowledge will be developed, though the safe use of Food and Textiles equipment.

Practical lessons may include:

Semester 1:

Hospitality

- Cup cake decorating
- Apple Crumble with Custard
- Spaghetti Bolognaise
- Savoury crepes with white sauce
- Muesli Bars, Nutty bites and Powerballs

Textiles

- Child's toy design, production and evaluation

Semester 2:

Hospitality

- Biscuit packaging and labelling
- Meringue nests with Orange Zest
- Handmade Pasta
- Sweet and savoury Scrolls
- Fruit Pancake stack

Textiles

- Cushion cover design, production and evaluation

Assessment:

- Theory and practical tasks

Extension Opportunities:

Students can negotiate more demanding/advanced practical work as required.



German and/or Japanese

Philosophy:

Through learning language, students acquire:

- Essential communication skills in the target language.
- An intercultural capability and an understanding of the role of language and culture in communication.
- The opportunity to engage with the linguistic and cultural diversity of the world and its peoples.
- The ability to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Language learning broadens students' horizons in relation to personal, social and employment opportunities.

Year 9 (Full Year Choice)

Content:

The Year 8 and 9 course is developed in accordance with the Australian Curriculum requirements and content is focussed on developing skills within the two strands: Communicating and Understanding.

Across Year 9 topics include, but are not limited to Shopping and Numbers, The Weather, Physical Descriptions and Clothing, School in Germany and Japan.

Students will develop an understanding of the target language in terms of grammatical and textual conventions and also the way language varies in use and changes over time.

The Year 9 'FLIP' is a project based learning unit which allows students to investigate, analyse and reflect upon an aspect of culture or a current issue in Japan / Germany. This culminates in a celebration of their learning at 'Flipout' held during Languages Week in Term 3

Assessment:

Student's communication in the target language is assessed under the following sub-strands taken from the Australian Curriculum Achievement Standards for Communicating and Understanding.

Extension Opportunities:

Students of language courses have the opportunity of further developing their interest and skills through:

- Long or short term cultural exchanges with Faith's sister schools in Japan and Germany.
- Hosting a cultural exchange student or an assistant teacher from the country of the language being studied.



Philosophy:

LIFE provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals.

The LIFE curriculum explores a broad variety of issues in the areas of faith, ethics and decision making. The curriculum has been designed to engage students from diverse varieties of backgrounds. The Christian message of love and service lives at the heart of our College and, as such, we fully respect the right of each individuals to make their own faith decisions. The LIFE curriculum has been designed to be an inclusive program that respects and celebrates the spiritual and cultural identity of each individual, while still challenging the students to continue to develop their personal worldview.

Year 9 (Full Year)

Content:

Students look at the transition from childhood to adulthood by facing physical, emotional, social and spiritual challenges whilst staff mentor and guide them through adolescence in single-sex classes.

Topics studied include self-esteem, relationships with other people and God, silence and solitude, body image and conflict resolution plus a comprehensive unit on drug and sex education.

Assessment:

Assessment is varied. Utilising a range of resources students work individually or collaboratively on presenting a wide range of assessment tasks, including investigative projects, reports, analytical tasks, short creative movies and class presentations. Assessment tasks do not attempt to measure the faith of any individual.

Extension Opportunities:

Through the College's emphasis on Worship and Devotional life, students are encouraged to positively participate in Devotions: at Village, Year Level and at whole of College level, where the use of students' individual gifts and talents can be utilised in a variety of ways. 'Working Towards Building Christian Community' through servanthood is a common thread throughout the five years at Faith, the introduction to which is founded at Year 8 level. Opportunities always exist, within the College and in the wider community, for service. A Junior Worship Band regularly contributes to worship and other students are encouraged to show leadership by planning and presenting devotions in Chapel.



Philosophy:

To provide a flexible course which caters for a wide range of abilities, building onto the Mathematical experiences of the student. Through the introduction of a wide range of new Mathematical concepts and techniques students are encouraged to develop an appreciation for the application of Mathematics in their lives. Various forms of electronic technology will be introduced over these years, including graphing software, spreadsheets and interactive geometry.

At Year 9 level, there are two levels of classes running simultaneously named Mathematics and Applied Mathematics. These classes study many of the same topics. The Mathematics class would generally tackle more difficult examples and look at an increased range of applications, whereas the Applied class would focus on reinforcing the core skills at both a Year 8 and Year 9 level. Movement between the two classes is possible during the year

In both Year 8 and 9, students are encouraged to use a web based application called 'Manga High'. Teachers set students challenges on Manga High to reinforce new concepts and skills.

Year 9 (Full Year)

Content:

Topics involved through the national curriculum will be covered. Areas of study/content include:

- Algebra
- Index Laws
- Co-ordinate Geometry
- Trigonometry
- Geometry
- Measurement
- Pythagoras
- Scientific Notation
- Financial Mathematics – Interest
- Interpretive Statistics
- Chance and Probability \Liner Graphs and Equations

Assessment:

Where classes are being taught the same work, common tests are given. All tests are reviewed and then expected to be corrected by students. Investigation work is also given both with an individual and group setting, to allow the student to demonstrate their own creativity and degree of understanding.

Extension Opportunities:

Students are encouraged to 'flex' their mathematical skills in such programs as:

- ASX Sharemarket Game: Gives students a chance to trade with a theoretical \$50,000 on the stock exchange, via the computer.
- Australian Mathematics Competition: An Australian wide Mathematics competition where students compete against others in the art of Mathematical problem solving.
- ICAS – run by International Competitions and Assessments for Schools.
- Mathematics Quiz Night: Groups of students from Faith compete against other schools in teams of four over 4 rounds consisting of both mathematics and general knowledge questions.
- Aurecon Bridge Building Competition: An Australia wide competition where students (teams of 3) compete against other schools with the competition having a strong engineering focus.
- Gifted & Talented Program (Enrichment) as organised by the Gifted & Talented Coordinators.

Philosophy:

To allow elective students to explore the world of music and enhance their skills in Listening with Understanding; playing an instrument in an ensemble, singing in a choral group and building a base of knowledge of music theory.

- In Year 9 two streams of study will be offered: the Instrumental Stream and the Choral Stream (subject to sufficient numbers).
- Students should already have theory knowledge and instrumental skills commensurate with Grade 1 AMEB standard, acquired through the Faith Year 8 Music course or its equivalent elsewhere.

Year 9 Full Year *

Content:

- Instrumental Stream - Students who choose the Year 9 Instrumental Stream are required to learn an instrument. Those who choose the Choral Stream have the option to take solo voice lessons if they wish, but this is not compulsory. Private instrumental and voice lessons will involve an extra cost to parents. Access to private tutors and instrument hire can be arranged where required through Faith, or parents are welcome to arrange lessons and the hire or purchase of instruments elsewhere.
- Year 9 Choral - Students will be involved in all of the below activities but will spend the majority of their practical lessons developing their vocal skills following a class choral method without the additional requirement for individual private tuition. They will learn basic keyboard in class in addition to their vocal activities.
- Creative Musicianship - Theory and Aural Training, commensurate with, but not limited to, Grade 2 AMEB Theory
- Ensemble - Playing an instrument in a group of like instruments within your elected stream.
- Music Technology - Game Composer & Ebook. Creative composition use computer software.

*Second Semester entry permissible by interview

Assessment:

- Written Tasks – worksheets, tests and assignments
- Continuous assessment of written work completed in set texts
- Aural Tests
- Practical tests in choral singing and ensemble instrument playing.

Extension Opportunities:

Students of Music have excellent opportunities to become involved in a number of extra-curricular activities that are offered at the College. They can further develop their musical talents and awareness by becoming involved in:

- Performing at Community Events in ensembles and choirs
- College Devotions
- Year 9 Music Tour - 2 day event
- College Musical Productions
- Attending concerts and workshops given by visiting musicians in the Gladys Bartsch Music Centre and the Brenton Langbein Theatre.



Philosophy:

Through the study of science, students learn to investigate, understand and critically analyse the physical, chemical, biological and technological world. They develop an innovative and creative mindset to solve problems individually & collaboratively in both new & familiar contexts.

Science enables students to become critical thinkers by encouraging them to use evidence to evaluate the way science is applied and how scientists work in the community.

Year 9 (Full Year)

Content:

An emphasis is placed on exploring Science through self-directed science research projects.

- Science Investigation Award
- Atoms
- Everyday Reactions
- Ecosystems
- Electrical Energy
- Light and Sound
- Plate Tectonics

Assessment:

- Practical tasks
- Presentations – written and oral
- Research projects
- Tests

Extension Opportunities:

The College also offers a number of activities to extend their knowledge and understanding of the subject as well as opportunities to display the skills developed.

- Science Investigation Awards
- Guest Speakers
- Science Competitions

Philosophy:

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students respond creatively by utilising visual techniques, technologies, practices and processes. Through learning in the Visual Arts, students become increasingly confident and proficient in developing their personal art style and appreciate the value and intention of other practitioners.

Year 9 (1 or 2 Semester Choice)

Content:

Students are introduced to a range of artistic methods which build on their skills and proficiency introduced in Year 8.

- Techniques covered include drawing, mixed media, painting, printmaking, clay sculpture and graphic design.
- Students engage in creative problem solving using design processes, principles, compositional methods and conceptual skills to make meaningful artworks.
- Various art styles including Australian and International contexts are integrated into the practical work of the course to give students the opportunity to develop critical awareness and make connections to their own art making.
- Folio presentation, organisation and documentation of tasks are emphasised with opportunities to share resolved art works with a wider audience and work collaboratively.

Assessment:

- Practical projects in 2D and/or 3D form
- Folio of preparatory work and research tasks
- Analysis and Response tasks

NB: One Semester of Year 9 Visual Arts is an essential prerequisite for Year 10 Art or Design



Faith Lutheran College

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