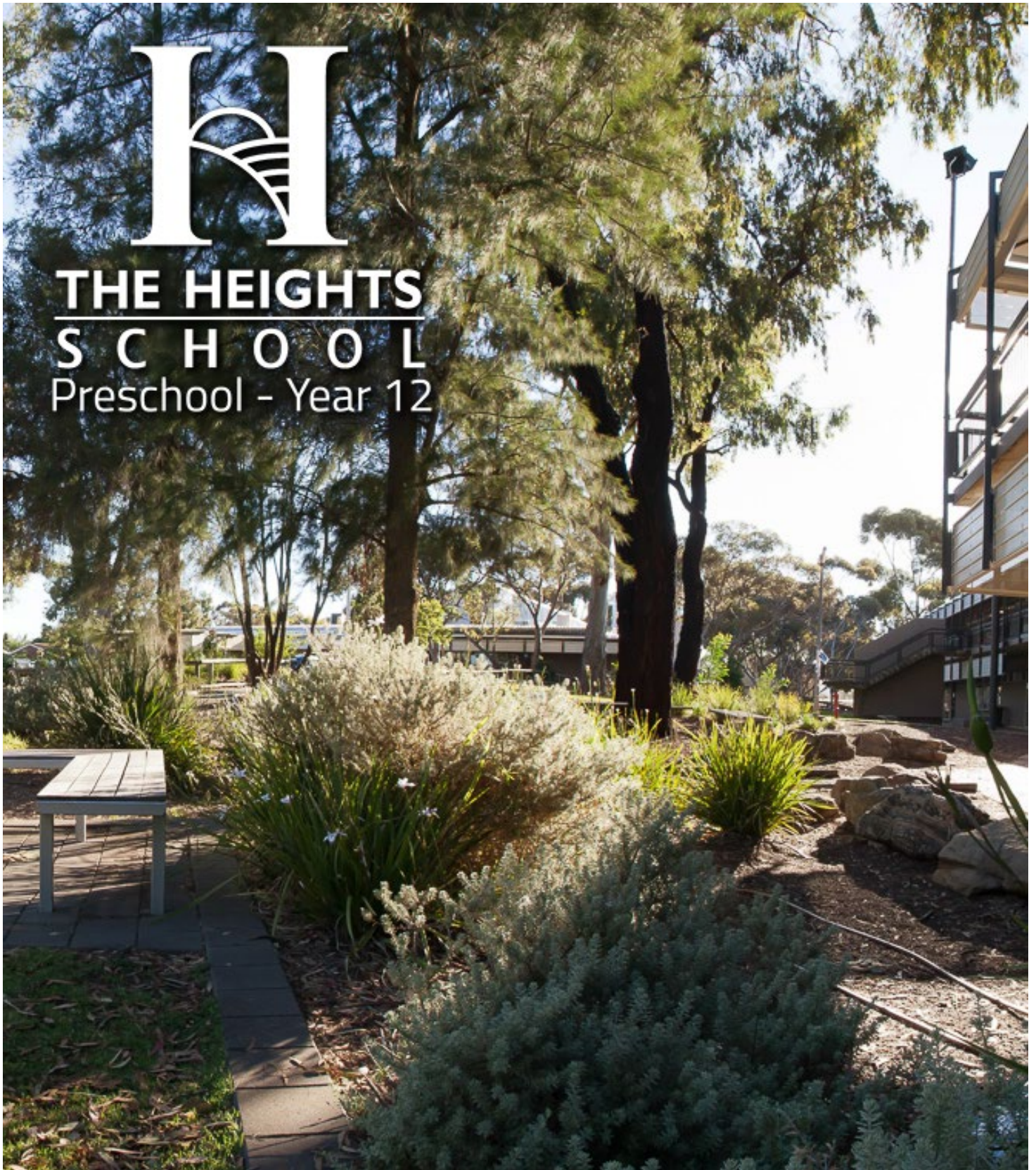




**THE HEIGHTS**  
**SCHOOL**  
Preschool - Year 12



# Curriculum Handbook 2023

## Year 9



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Department for Education

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<b>COMPULSORY SUBJECTS</b>	
English or EAL	Full Year – 2 Semesters
Health and Physical Education	Full Year – 1 Semester
Humanities and Social Sciences	Full Year – 2 Semesters
Mathematics	Full Year – 2 Semesters
Science	Full Year – 2 Semesters
<b>CHOICE SUBJECTS</b>	
<b>Arts</b>	
Digital Media	1 Semester
Drama	1 or 2 Semesters
Graphic Design	1 Semester
Music	2 Semesters
Visual Art	1 or 2 Semesters
<b>Health &amp; Physical Education</b>	
Physical Education	1 Semester
<b>Humanities &amp; Social Sciences</b>	
Geography	1 Semester
<b>Languages</b>	
Indonesian	2 Semesters
Spanish	2 Semesters
<b>Technologies</b>	
Creating with Textiles	1 Semester
CAD/CAM	1 Semester
Electro Technology	1 Semester
Metal Technology	1 Semester
Wood Technology	1 Semester
Digital Technology A	1 Semester
Digital Technology B	1 Semester
Food Technology	1 Semester

*All Year 9 Students will study the equivalent of 14 semesters*

# English

**Contact: Bridget Roberts**

## English

**Length:** Full Year

### Course Description

Year 9 English will be delivered using the Australian Curriculum and build on skills and understandings from Year 8. Students will continue to develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is cumulative and builds on concepts, skills and processes developed in earlier years, and teachers will continue to revisit and strengthen these as needed.

Students will analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, online and digital texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students will develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Year 9 students create a range of texts whose purpose may be aesthetic, imaginative, reflective, informative, persuasive, analytical and critical. These may include narratives, literary analysis, arguments, transformations of texts and reviews for a range of audiences.

### Assessment

Year 9 Students are assessed according to the English Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

### Leads To

Year 10 English

# YEAR 9 COMPULSORY SUBJECTS

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## English as an Additional Language (EAL)

**Length:** Full Year

### **Course Description**

Year 9 EAL aims to further develop student competence in spoken and written English. The course is delivered using the Australian Curriculum. Students develop knowledge, understanding and skills in listening, reading, viewing, speaking, and writing in English and build on English language skills and understandings from Year 8. They continue to develop their English language proficiency through developing knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts. These texts are designed to entertain, engage, inform and persuade. Students will develop a critical understanding of the contemporary media and the differences between media texts.

### **Assessment**

Year 9 Students are assessed according to the English Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

### **Leads To**

Year 10 English or Year 10 EAL

# Health and Physical Education

**Contact: Georgina Sulley-Beales**

**Length:** Full Year

## **Course Description**

Year 9 Students study Health and Physical Education for one semester. Student learning is focused in two main areas: Personal, Social and Community Health, and Movement and Physical Activity.

Learning topics covered in Year 9 include, but are not limited to the following:

- Invasion Sports
- Sexual Health and Relationship Education.

## **Assessment**

Year 9 Students are assessed according to the HPE Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. Assessment is based on a variety of tasks completed in class time and for homework.

## **Leads To**

Year 10 Health and Physical Education

# Humanities and Social Sciences (HASS)

**Contact: David Osborn**

**Length:** Full Year

## **Course Description**

In the Year 9 course, students continue to develop their knowledge, understanding and skills in four distinct subjects:

- **History:** Industrial Revolution and World War One
- **Geography:** Landforms and Landscapes or Changing Nations
- **Civics and Citizenship:** How political parties, interest groups, media and individuals influence governments and decision-making processes and the features and principles of Australia's court system. They also examine global connectedness and how this shapes contemporary Australian society
- **Economics and Business:** Resource allocation and making choices, business environment, consumer and financial literacy and work and work futures.

Students will continue to develop their understanding of the concepts that underpin and connect learning in HASS and apply them within and between each subject.

## **ASSESSMENT**

Year 9 Students are assessed according to the Humanities and Social Sciences Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. Students will have the opportunity to demonstrate their learning through a range of individual and collaborative assessment formats such as, research assignments, essays, multi-modal presentations, oral presentations, articles, audio and/or video presentations, websites and excursion reports.

## **Leads To**

Year 10 History

# Mathematics

**Contact: Val Westwell**

**Length:** Full Year

### Course Description

In the Year 9 Mathematics course students will work independently and collaboratively to develop mathematical skills and understandings in the areas of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

Learning in each of these areas is designed to support and challenge students to develop strength in the mathematical proficiencies of:

- **Understanding:** Connecting ideas, processes and representations in mathematics
- **Fluency:** Choosing and using appropriate mathematical language, processes and representations
- **Problem Solving:** Interpreting and modelling contexts using mathematics, formulating an approach, and applying and revising strategies to seek solutions
- **Reasoning:** Analysing, proving, explaining and justifying mathematical choices, evaluating, inferring and generalising.

All students *must* purchase a Scientific Calculator to support their engagement with this course.

A Graphics calculator is required for some Year 12 Mathematics subjects, and it can be advantageous for students to be familiar with this technology from the middle year of mathematics. Your child's teacher will inform you if a Graphics calculator would be appropriate for them.

### Assessment

Year 9 Students are assessed according to the Maths Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include tests, skills and applications tasks, directed investigations and problem solving activities.

### Leads To

Year 10 Mathematics



# Science

**Contact: David Eglinton**

**Length:** Full Year

### **Course Description**

In year 9, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They also develop their science inquiry skills and the notion of science as a human endeavour.

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating.

Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. Students begin to apply their understanding of energy and forces to global systems such as continental movement.

### **ASSESSMENT**

Year 9 Students are assessed according to the Science Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include tests, skills and application tasks and investigations.

### **Leads To**

Year 10 Science

# Arts

**Contact: Beth Sztekel**

## Digital Media

**Length:** Single Semester

### Course Description

In Year 9 Digital Media, students look into the digital world. The course focus is on building skills in Industry Standard software. Students participate in tutorials to learn software leading towards media outcomes that communicate to different audiences.

Such media types explored may include: websites, print media (newspapers, magazines, posters etc.), film and animation.

There is a strong focus on interactivity and catering for a target audience. Students also look into safe practice in Media Arts when using digital technology and ethical use of the Internet.

### Assessment

Year 9 Students are assessed according to The Arts Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types comprise:

- Making Digital Media Products 60%
- Responding to Digital Media Products 40%.

### Leads To

Year 10 Digital Media

# YEAR 9 CHOICE SUBJECTS

## Drama

**Length:** Single Semester or Full Year

### Course Description

Within this subject, students have the opportunity to be involved in both on-stage and off-stage roles, including developing props, costumes, lighting and other Stagecraft roles. The full year stream of Year 9 Drama is divided up into four areas of study. Students will begin by revising the elements of drama. Students will then apply this knowledge to analyse creations from Aboriginal and Torres Strait Islander dramatists. Following this, students will have the opportunity to study the twin sides of drama: comedy and tragedy.

### Elements of Drama

During this section of study, students will engage in revision to enhance their understanding of the elements of drama. This unit will require students to work in groups during formative learning and summative performances.

### Aboriginal and Torres Strait Islander dramatists

Students will apply their knowledge of the elements of drama to analyse texts from Aboriginal and Torres Strait Islander dramatists. Students will be required to evaluate how successful the Aboriginal and Torres Strait Islander dramatists are in conveying their purpose to their target audience.

### Comedy

The art of Commedia dell'arte is the major focus of this unit of work. This involves understanding and creating the classic comedic characters of Commedia, which have become the basis of so much of our theatre offerings. Students will work on their movement, acting skills, and create scenarios.

### Tragedy

The opposite of Commedia is Naturalistic Drama. This is the form of acting that is most common in films and plays. Students will come to understand how a tragedy is structured.

### Assessment (Per Semester)

Year 9 Students are assessed according to The Arts Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types comprise: Performances, Analyses and Drama journal.

### Leads To

Year 10 Drama

# YEAR 9 CHOICE SUBJECTS

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## Graphic Design

**Length:** Single Semester

### Course Description

This course consists of four areas of focus: Graphic Design/Advertising (publications), Environmental Design (Interiors, landscape, architecture), Product/Industrial Design (packaging, products) and Fashion (clothing/ footwear/makeup).

Students research the impact and contribution of design practitioners from Australia and globally. They will respond to design works by considering how they are made, what they are about and how they are understood in different ways.

Students have the opportunity to experiment with a variety of media, techniques and processes to make design works that explore their own world as a source of ideas. They learn to use a folio to document the practices of other practitioners while refining and annotating their own ideas and intentions.

### Assessment

Year 9 Students are assessed according to The Arts Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types comprise:

- Making Graphic Design Products 60%
- Responding to Graphic Design Products 40%.

### Leads To

Year 10 Digital Media

# YEAR 9 CHOICE SUBJECTS

## Music

**Length:** Full Year

### Course Description

Year 9 Music is designed for both beginning and continuing music students and is ran as either a **full year** subject. Semester 1 aims to provide a beginner approach to learning an instrument, playing in an ensemble and understanding music literacy skills (reading and writing music). Semester 2 is a continuation of this learning further developing skills from Semester 1, including composing and improvising in Music.

As an expectation, students are required to be **learning an instrument** as part of this course. (Please note that piano tuition is not available through Instrumental Music Service in-school, lessons will need to be accessed externally). If students do not own their own instrument they will be asked to hire an instrument for the cost of **\$50.00 per term**. It is highly recommended that students learn an instrument from the Brass/Woodwind families as places for Guitar and Drums are limited.

Students will have access to a half an hour group lesson each week with a specialist teacher on their instrument. It is an expectation that students attend this lesson each week.

Students develop a deeper understanding of the Elements of Music and how they are manipulated to create and respond to musical works. They perform as a class ensemble to a variety of audiences throughout the year, demonstrating their learning. There is a focus on popular music styles such as: Rock, Pop, Funk and Punk; along with a focus on the Blues which leads into further focus on Jazz music in Year 10 onwards.

### Assessment

Year 9 Students are assessed according to The Arts Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types comprise:

- Solo Performance
- Ensemble Performance
- Applied Theory/ Ear Training/ Terminology
- Arranging Skills (How to work out chords, how to write a bass line and harmony line to give a melody).
- Use of ICT to enter arrangement (Sibelius/ MuseScore3).

### Leads To

Year 10 Music

# YEAR 9 CHOICE SUBJECTS

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## Visual Art

**Length:** Single Semester or Full Year

### Course Description

Year 9 Visual Art involves direct engagement with two dimensional (Drawing, Painting & Printmaking) and three dimensional (Sculpture & Ceramics) art and design practices.

Students will continue to explore and investigate materials and techniques for making artworks and presenting ideas. They will also further develop an understanding of visual arts as a field of knowledge informed by historical and cultural perspectives.

Visual Arts teaches students to critically analyse, evaluate and understand their own art works and the work of others, from personal and collective viewpoints. They will identify possible meanings, consider and hypothesise on artists' motivations and intentions, influencing factors and possible biases.

### Assessment

Year 9 Students are assessed according to The Arts Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include:

- Making Art
- Responding to Art.

### Leads To

Leads to Year 10 Visual Art

# Health and Physical Education

Contact: Georgina Sulley-Beales

## Physical Education

**Length:** Single Semester

### Course Description

This course is designed for students who are interested in studying SACE Physical Education during their Senior Years at The Heights School.

Year 9 Students study the Physical Education elective course for a single semester. Students will participate in a variety of practical sports and activities as a way of developing and applying understanding of theory concepts.

Learning topics covered in Year 9 include, but are not limited to the following:

- Fitness Components through Invasion and Court-Divided Sports
- Exercise Physiology
- Data Collection and Analysis.

### Assessment

Year 9 Students are assessed according to the HPE Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. Students will be assessed through assignments based on key theory concepts and their application in practical settings.

### Leads To

Year 10 Physical Education

# Humanities and Social Sciences

Contact: David Osborn

## Geography

**Length:** Single Semester

### Course Description

In Year 9 students learn how geographical processes change places. Using a range of sources students examine connections between people, places and environments and how they affect and change us. Students examine strategies to predict outcomes and to help preserve the environment for the future.

Topics include:

**Biomes and food security:** Investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

**Geographies of interconnections:** Investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

This unit also examines the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

### Assessment

Year 9 Students are assessed according to the Humanities and Social Sciences Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types comprise:

- Biomes & Food Security:
  - Australian Biomes Research & AVD
  - Geographical Inquiry (Group Task).
- Geographies of Interconnections:
  - Tourism Task
  - Trade Issues.

### Leads To



# Languages

Contact: Bridget Roberts

## Languages

**Length:** Full Year

### Course Description

The year 9 elective languages course builds on the foundation established in Year 7 & 8 and aims to extend and develop students' spoken and written ability in *either* Indonesian or Spanish.

Students continue to develop skills in understanding and communicating in their chosen language, developing greater spoken and written proficiency. Year 9 languages focus on using language to communicate by interpreting, creating and exchanging meaning. Students continue to understand how to use language for communicative purposes including to socialise, inform, create, reflect and translate. Students also understand and analyse language to understand intercultural exchange. In year 9, students learn about systems of languages, language variation and change, and the relationship between language and culture. Students consider the relationships between Australia and the wider world, learning more about the culture of Spanish speaking and Indonesian speaking countries.

Please note: Students are required to bring headphones, or a headset, to complete listening tasks in their language classroom.

### Assessment

Year 9 Students are assessed according to the Languages Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting. Assessment contains aspects of intercultural literacy; writing; conversations; role plays; listening tasks and projects.

### Leads To

Year 10 Indonesian or Year 10 Spanish

# Technologies

Contact: Ann Ryan

## Creating with Textiles

**Length:** Single Semester

### Course Description

Students will develop skills in the areas of sewing and textile technology, including a focus on safety and equipment. Practical work is a strong feature of this course and students will have the opportunity to design, make and critique a variety of articles. Basic and creative construction techniques, including use of the Overlocker, will be explored and applied to articles researched and designed by students.

**Note:** Basic materials will be provided. Students may need to supply their own fabric for major projects.

### Assessment

Year 9 Students are assessed according to the Technologies Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include practical and group activities and written assignments

### Leads To

Year 10 Fashion and Fibres

# YEAR 9 CHOICE SUBJECTS

## Design and Technologies

### CAD/CAM

### Electro Technology

### Metal Technology

### Wood Technology

**Length:** All four Year 9 subjects in Technologies are 1 semester each

#### Course Description

Design & Technologies are divided into 2 main subject areas:

#### Engineering Principles and Systems

- CAD/CAM (1 semester)
- Electro Technology (1 semester).

In this course students investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.

#### Material Specialisations

- Metalwork (1 semester)
- Woodwork (1 semester).

In this course students focus on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create their design project.

In all 4 of these technologies subjects, students use the design process (Investigating, Planning, Producing and Evaluating) to develop solutions to a design challenge or problem. Students learn and develop safe, workshop skills and work both individually and collaboratively to develop design solutions. They will learn to select and use appropriate technologies, communicate graphically, document plans, and manage sequenced workshop processes. Students establish criteria for success, including sustainability considerations and use these to evaluate their ideas, processes and final designed solutions.

#### Assessment

Year 9 Students are assessed according to the Technologies Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include both practical and theory tasks.

#### Leads To

Year 10 CAD / CAM

Year 10 Electro Technology

Year 10 Metal Technology

Year 10 Wood Technology

# YEAR 9 CHOICE SUBJECTS

## Digital Technology A

**Length:** Single Semester

### Course Description

In this Year 9 course students learn how to design and construct game levels in Unity-3D and develop assets/models in Maya. Students plan and manage digital projects using an interactive approach; they design and implement modular programs, including an object-orientated program, using algorithms and data structures involving modular functions that reflect the relationships within the game engine and game design documents.

By the end of the course, students will know how to go from a concept (idea), such as a computer/video game, to its documentation and construction of the level(s) of that game. This includes coding of scripts and animation as well as using computational thinking to solve challenges.

### Assessment

Year 9 Students are assessed according to the Technologies Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessments comprise:

- Process and Production Skills
  - Game Level Development Project Utilising Unity-3D Design Document To include: Investigating, Planning, Producing and Evaluating.
  - Skills Exercises, In Unity-3D and Maya.
- Knowledge and Understanding
  - Research and written assignments: Impact and development of Digital Systems and how various components work.

### Leads To

Year 10 Digital Technology

# YEAR 9 CHOICE SUBJECTS

## Digital Technology B

**Length:** Single Semester

### Course Description

In this Year 9 course students learn how to design and construct Apps by utilising coding in Python (the language of the Google and business over the internet) and code, construct and operate Vex Robots. Students will test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. Students share and collaborate Online, establishing protocols for the use, transmission and maintenance of data and projects.

By the end of the course, students will know how to go from a concept (idea), such as a Python/Internet application including robotic solutions, to its documentation and construction of the application. This includes coding as well as using computational thinking to solve challenges in Python and Vex robots.

### Assessment

Year 9 Students are assessed according to the Technologies Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessments comprise:

- Process and Production Skills
  - Problem Development Project Utilising *Python and Vex Robot*, including *3-D Printing of Parts*
  - Design Documents (*Investigating, Planning, Producing and Evaluating*)
  - Utilising *Python and Vex Robot Architecture*
  - Skills Exercises, in *Python and Vex Robotics*.
- Knowledge and Understanding
  - Research and written assignments: Impact and development of Digital Systems and how the various components work.

### Leads To

Year 10 Digital Technology

## YEAR 9 CHOICE SUBJECTS

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### Food Technology

**Length:** Single Semester

#### **Course Description**

In this Year 9 course students develop their understanding of kitchen safety, hygiene, nutrition, technology, food preparation and presentation. This course encourages students to design and create food products within a design brief. Students develop skills in producing high quality food products for a purpose.

This course encourages collaboration within the class when designing menu items and requires students to consider the issues and factors involved in producing food.

#### **Assessment**

Year 9 Students are assessed according to the Technologies Achievement Standards outlined in the Australian Curriculum, with A-E Grades used for reporting.

Assessment types include practical and group activity and written assignments.

#### **Leads To**

Year 10 Food and Hospitality