



Middle Years of Schooling Year 9 Handbook DEEPEN



YEARS 7-12 CITIPOINTE CURRICULUM STRUCTURE

AUST CURRICULUM & QCAA KEY LEARNING AREAS OFFERED AT CITIPOINTE CHRISTIAN COLLEGE					
<i>Applied subjects are in italics</i>					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11/12
English	English English Honours EAL	English English Honours EAL English Fundamentals	English English Honours EAL English Fundamentals	English English Honours EAL	English Literature English as an Additional Language <i>Essential English</i>
Mathematics	Mathematics Mathematics Honours	Mathematics Mathematics Honours Mathematics Fundamentals	Mathematics Mathematics Honours		

Curriculum Overview Years 9&10



ART

Description

Before we could write, we communicated through art.

Visual arts education is much more than making things. It enables students to develop and creatively express their ideas and solve problems. Our society depends on the ability to create new and better solutions to the challenges that continue to face us. Individuals who can think creatively, feel sensitively, and see clearly will be our greatest resource for the future.

The study of Visual Art is a vital and basic component in the development of all human beings. It is a necessary

Visual Arts will enhance student skills of perception and transference.

Christian Worldview Rationale

In the beginning, God created the heavens and the earth.

Art should matter to Christians. Art brings vibrancy and beauty to our lives. Creativity is both a fully human and fully divine experience. It is an acknowledgement that something eternal and full of truth lies behind the temporal world in which we live. It focuses our eyes on the pain around us, the injustice in front of us, the joy abounding within us, and the pull we feel towards meaning and significance.

Course Overview

The visual arts involve students intellectually, personally, physically, and emotionally like no other subject in the curriculum.

The junior course of Art studies looks to develop physical skills in drawing, sculpting, painting and digital media. Students will have the ability to explore a variety of mixed media and processes.

Creativity was once thought to be in the hands of a blessed few. We now know that this is a process that can be learned. Through games, activities and projects, students can develop divergent thinking and empathy. They have the opportunity to seek out creative solutions beyond the boundaries of accepted wisdom.

Art offers all students the opportunity to express their own unique visions of the world. Students will learn vital and divergent skills in research and enquiry through both practical projects and a variety of theoretical responses.

DANCE

Description

Dance is integral to human life and culture and is a human behaviour of ancient tradition. Dance education explores and makes sense of many of the thoughts, feelings and activities that people have experienced throughout history. Through the study of Dance students will develop an understanding of the value of dance not only in their own culture but also in other cultures. This knowledge will extend their understanding of the world, their place in it and way

DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In

MUSIC

Description

Music is uniquely an aural art form. Music exists distinctively in every culture and is a basic expression of human times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood with minimal exposure to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind

GEOGRAPHY

HISTORY

Description

History can help students make sense of their world. The impression the modern world makes on us is powerful; its values, beliefs and practices are very real forces in our lives. We can easily become present-minded and see the present world and its problems as fixed and inevitable. Students will see the background to the modern world, and the reasons for and alternatives to what they are experiencing today. For History students, the future should become more open to possibilities, and less closed and unavoidable.

By developing skills of critical inquiry, reflection and decision-making, students are better able to cope with the complex demands of modern living. History confronts students with issues of justice and injustice, liberation and oppression, inclusion and discrimination, peace and violence, and with human responses to problems. Studying History helps students clarify their attitudes to such issues, both as they existed in the past and as they are found in the modern world.

Christian Worldview Rationale

The course for Years 9 and 10 allows students to explore Biblical responses to concepts as war and conflict as

of conflict and race relations in a fallen

CHINESE

Description

Throughout the course, students will learn to communicate in the language in the four micro skills: listening, speaking, reading, and writing. Students will participate in a variety of linguistic and cultural activities using technology, authentic situations, music and art. By the end of Years 9 and 10, students should be able to:

- Listen to and comprehend spoken language at an intermediate level
- Speak confidently and sustain a conversation on a variety of everyday topics
- Read, understand and respond to a variety of texts in a familiar context
- Write with sufficient clarity and accuracy to satisfy their communication needs
- Continue with Chinese at senior level

Christian Worldview Rationale

The study of languages places the youth within the realms of privilege, opportunity and responsibility, whereby they can communicate the gospel of the Kingdom to a lost world. It is a privilege and an act of love to communicate with our neighbours the love Jesus has demonstrated toward us (John 3:16). Learning a language provides students with an opportunity to share Christ with different communities and language groups. The students have a responsibility towards their neighbours. One of the objectives of the course is to help students understand that the ordinary Christian life is a daily commitment to Christ and His Kingdom and that a life devoted to Christ finds expression in the sharing of His love to others. Students can show this devotion wherever they are and in all activities they participate in.

Course Overview

Students of Chinese will participate in a wide range of activities to develop their knowledge of Chinese and their ability to communicate effectively. The course places considerable emphasis upon the skills of listening, speaking, reading, and writing for practical purposes. Students learn by using the language in communicative activities such as class discussions, viewing video, and using technology.

FRENCH

Description

Throughout the course, students will learn to communicate in the language in the four micro skills: listening, speaking, reading, and writing. Students will participate in a variety of linguistic and cultural activities using technology, authentic situations, music and art. By the end of Years 9 and 10, students should be able to:

- Listen to and comprehend spoken language at an intermediate level
- Speak confidently and sustain a conversation on a variety of everyday topics

SCIENCE

Description

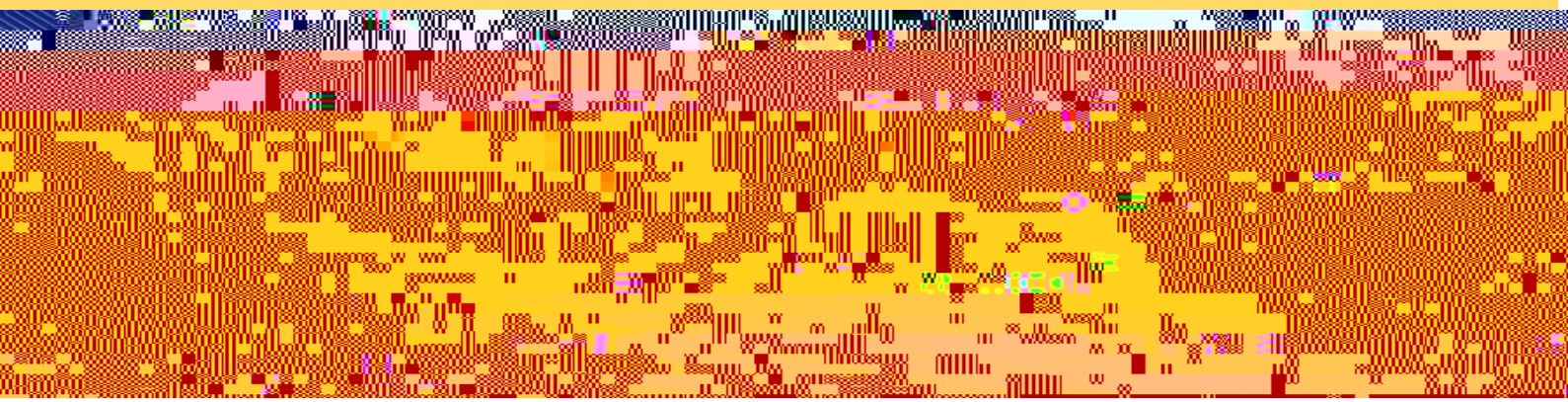
The study of Science is an essential part of the Secondary curriculum and provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It encourages students

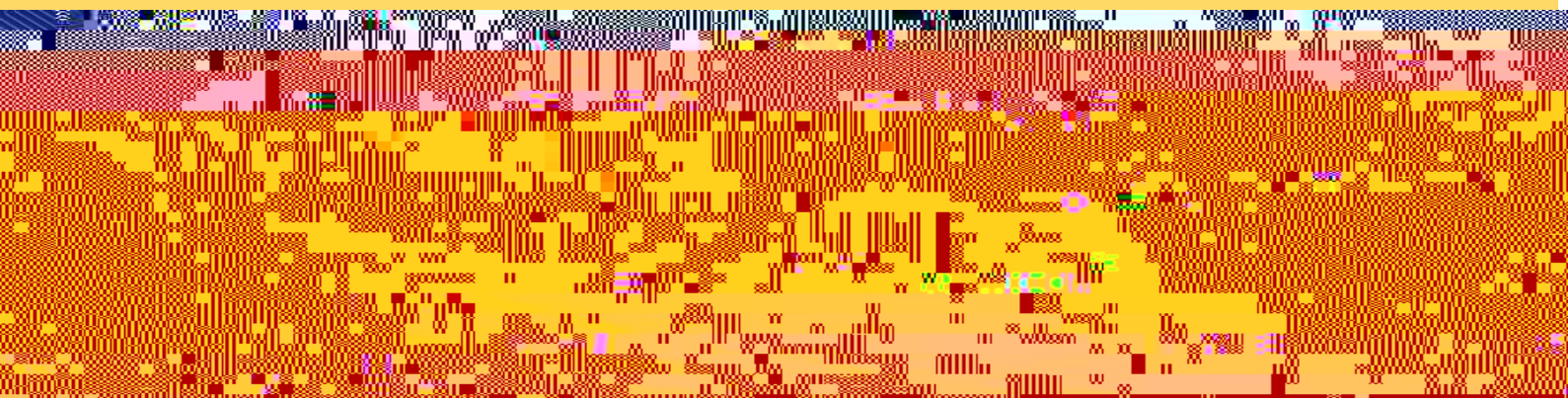
DESIGN TECHNOLOGIES

Description

Design Technologies can give students an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, at this early stage students concentrate on hand skills linked closely with planning and design procedures.

Curriculum Overview Years 9&10





Curriculum Overview Years 9 & 10

FOOD TECHNOLOGIES

Description

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships as well as nutritional considerations. It addresses the importance of hygiene and safe working practices in the production and service of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Christian Worldview Rationale

The gift of hospitality is among the characteristics of distinctive for Christian believers. This course provides for the development of relevant and meaningful learning experiences, through a study of food and its applications in domestic, commercial, industrial and global settings. Through the knowledge and skills taught in this course, students will be better equipped to serve and edify one another in a practical way.

one another without complaint. As each one has received a special gift, employ it in serving one another as good
- 1 Peter 4:8-10

Course Overview [representative only]

	Year 9	Year 10
Semester 1	<ul style="list-style-type: none">• Nutrition understanding the relationship between food and health.	<ul style="list-style-type: none">• Cultures understanding how culture and geography shapes the cuisine of different nations.
Semester 2	<ul style="list-style-type: none">• Kitchen production entrée & desserts.	<ul style="list-style-type: none">• Organise and prepare food.• Use basic methods of cookery.