



Year 9

Information Book



Learning For Living

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A message from the Principal

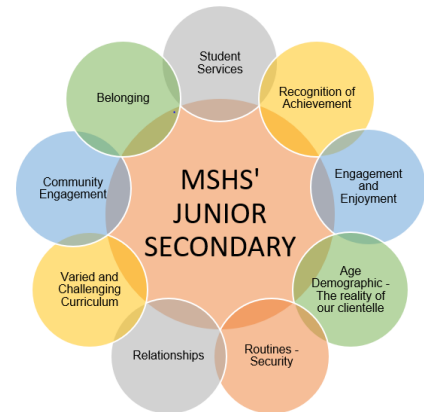
The Year 9 curriculum provides rigour in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education, Humanities, Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum offers new and challenging experiences that build on previous knowledge and ideas. Students will select electives to study.

Threaded through the Key Learning Areas are the 6 competencies of: critical thinking, citizenship, collaboration, communication, character, and creativity.

If you would like more information on this program, please contact the school on (07) 54998111.

Deborah Stewart
PRINCIPAL

CO-CURRICULAR PROGRAMS



Passport Journey

Maleny State High School's commitment to developing responsible young adults, capable of excelling in any chosen pathway, begins in the Junior Secondary years. Following on from the first year (Year 8) of the Junior Secondary Passport Journey, students continue to *engage* and further develop their knowledge and understanding of their own possible career development trajectories. Students further develop their social, personal and community *identity* and *purpose* in preparation for their final decisions to enter Senior Secondary. The image above recognises the key areas required to provide effective education to Junior Secondary students.

As individuals, peers, staff members, parents and members of the community, Maleny State High School, as a collective, are aiming to collaboratively broaden students' global view, whilst continuing to foster the development of personal values. The 6 Cs of Maleny State High School's Junior Secondary educational journey is a set of core competencies that students need to survive and thrive in an ever-changing, global world. The 6 Cs are **Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking**.

Students are encouraged to self-reflect in order to provide the foundations for them to develop and grow within these competencies. At this stage in a student's life and education pathway, they will be making decisions that shape their immediate to mid-term future. The pillars that will support their decision-making at this juncture are:

IDENTITY

ENGAGEMENT

PURPOSE

Students are also encouraged to strive for leadership positions within the school. Care Class Captains (2 per Care in the Junior Secondary) are responsible for advocating for student agendas/programs tailored to engaging their Care Class peers in school life. Care Captains vote on Year level representation at the Junior Secondary Student Council, to fundraise and establish Junior Secondary specific proposals to submit to Maleny State High School's Executive Student Council.

Student Wellbeing

Student Wellbeing is a priority for all students at Maleny State High School. In Year 9, students are allocated to a House (Bunya, Mellum or Obi). Within each house, two care classes are formed and are the check-in peer groups each school day. House Leaders (teachers assigned to both House Care groups; 3 x Year 8) are the year coordinators and the primary student wellbeing advocate for students within their House. House Leaders provide regular communication with each student, a centralised contact point for families and regularly meet to discuss, plan and implement student wellbeing programs at an individual, class and year level cohort level.

The Student Wellbeing Team consist of the Guidance Officer, Youth Support Coordinator, Chaplain, School Based Youth Nurse, School Psychologist and external agencies such as “Reconnect”.

The Guidance Officer role is to assist students and their families in the areas of personal, academic and tertiary study applications. They advocate, provide counselling, conduct psychoeducational assessments, and provide individual student support. Our Guidance Officer is able to deliver recommendations and advice to students, teachers and parents concerning educational, wellbeing and career development areas.

The Chaplain walks alongside students, staff and families to give pastoral care and support. Some of the ways this is done is by the weekly breakfast club, lunch time activities, one-on-one chats and food hampers, when needed. The Chaplain also works together with community groups.

Our Youth Support Coordinator identifies the barriers to young people achieving their outcomes and that subsequently impact student engagement. The YSC then implement early intervention strategies to support students to maximise educational results. Our YSC monitors daily attendance of students at risk of disengagement, conducting “check ins” to gauge emotional wellbeing along with assessing needs to support focus.

The School Based Youth Nurse supports students by talking to them about their well-being. The SBYN guides students on topics such as stress, sadness, coping socially with others, drugs, alcohol, abuse and health issues. The SBYN can discuss with students, parents and staff their concerns at home or at school.

The School Psychologist supports students through referral from our Guidance Officer and is here two days per week. The role is to support students with mild to moderate levels of mental health concerns and build a therapeutic relationship through counselling within the school environment.

The Inter-year Program (T.I.P)

The Inter-year Program combines student leaders from Year 10 with our youngest Year 7 students in the school. It is an opportunity for Year 9 students to train to be the Transitional Leaders for the incoming cohort of future Year 7s. They act as peer mentors for these transitional students and practice for leadership positions and capabilities in the older senior year levels.

Sport

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities are provided to students to participate in Intra school Athletics, Swimming and Cross Country Carnivals and can be selected to represent at a district and/or Regional levels.

Year 9 students are exposed to competitive sports through both interschool and intra school opportunities. Maleny State High School has recently engaged at a regional level to commit to a series of 'Competition Gala Days' throughout the year. This blended approach provides students weekly sporting opportunities and term-by-term competitive engagement with other Sunshine Coast Year 9 students.

Year 9 students are also encouraged to participate in lunchtime sport tournaments that are run throughout the year by House Captains. In 2023, different sports have been offered at lunchtimes to provide students with a fun, friends-based activities to enjoy during their long lunch break.

Other Co-Curricular Activities

Year 9 students have the opportunity to be involved in many other co-curricular activities including the many student-led committees. Students can be involved in Interact, Environment, Indigenous, International and The Arts. These committees each represent a different element of school priorities to engage students in a culture of school improvement.

English

SUBJECT INFORMATION

The Year 9 English curriculum is built around the three interrelated strands of language, literature and literacy which, together, develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a wide variety of texts, interpreting, creating, evaluating, discussing and performing. There is a focus on media texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Some of the topics covered include themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings from a variety of perspectives. Students create a range of imaginative, informative and persuasive texts.

| COURSE OVERVIEW | |
|--|---|
| SEMESTER 1 | SEMESTER 2 |
| <ul style="list-style-type: none"> • Convince Me – reflections on Australia and Australians (Imaginative + Persuasive) • Create Me – constructing a short story (Imaginative) + novel study (Analytical) | <ul style="list-style-type: none"> • Represent Me – representations of character (Imaginative) • Manipulate Me – media study (Persuasive) |

| ASSESSMENT TECHNIQUES |
|--|
| <ul style="list-style-type: none"> • Spoken/signed (3 – 5 minutes) and/or multi-modal presentations (4 – 6 minutes) • Extended written responses (600 - 800 words) • Class exams (up to 90 minutes + 10 minutes perusal time) |

| ENGLISH PATHWAYS | |
|--|--|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> • Year 9 English leads to Year 10 English • English and/or Literature (Year 11/12) requires a result of 'B' or better at the end of the Year 10 Introduction to Senior English (ISE) course OR • Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course • Students must choose either English and/or Literature, or Essential English in Year 11 | <ul style="list-style-type: none"> • A Sound level of Achievement ('C') is a prerequisite for almost all future study and/or training |

Japanese

SUBJECT INFORMATION

Learning a language can broaden a student’s personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer.

In Year 9 Japanese, language learning builds on each student’s prior learning and experiences. Students use their Japanese skills to interact with others through listening, speaking, reading and viewing, and writing to communicate with speakers of Japanese in local and global settings.

There is a focus on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are considering future pathways and options, including the possible role of Japanese in these.

| COURSE OVERVIEW | |
|---|---|
| SEMESTER 1 | SEMESTER 2 |
| <ul style="list-style-type: none"> • Occupations – using language to communicate ideas relating to careers & immigration • Business – using language to communicate ideas relating to business, interests & lifestyles • Life Stories – introduce yourself and explain your life • My school – introduce your school (video tour) | <ul style="list-style-type: none"> • Society – using language to communicate ideas relating to social issues & lifestyles • Special Events – using language to communicate ideas relating to Japanese events & places • Activities – compare and contrast Japanese and Australian lifestyles and holidays • Celebrations – compare and contrast Japanese and Australian ways of celebrating |

| ASSESSMENT TECHNIQUES |
|--|
| <ul style="list-style-type: none"> • Folio of Tasks: Listening, Speaking, Reading, Writing • Written responses: 100 -200 words (or characters) • Spoken/Signed responses: 1 – 2 minutes • Multimodal responses: 2 – 3 minutes • Examinations: up to 90 minutes (including 10 minutes perusal) |

| JAPANESE PATHWAYS | |
|---|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> • Year 9 Japanese leads to Year 10 Japanese • A 'C' in Junior Japanese is recommended for entry into Senior Japanese | <ul style="list-style-type: none"> • A Sound Level of Achievement ('C') or better in Senior Japanese is looked upon favourably by some universities • Basic second language capabilities are advantageous in many careers |

Mathematics

SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. Concepts developed in Year 8 are further developed.

| COURSE OVERVIEW | |
|--|--|
| SEMESTER 1 | SEMESTER 2 |
| <p><u>Stay in Shape</u> Solve real world problems with shapes including Pythagoras theorem and trigonometric ratios</p> <p><u>Not Your Average Class</u> Collect, analyse, represent and describe data</p> | <p><u>Watch Your Expression!</u> Patterns and algebra: Expand and factorise binomial expressions</p> <p><u>Line Up Straight</u> Solve problems with linear equations and cartesian plans</p> |

| ASSESSMENT TECHNIQUES |
|--|
| <p>Assessment Techniques used include: Class Exams Problem Solving and Modelling Tasks</p> |

| MATHEMATICS PATHWAYS | |
|--|--|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 9 Mathematics leads to Year 10 and Year 10A Mathematics Senior Mathematics subjects (including Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics) Students are given an opportunity to select introductory courses to senior mathematics subjects in Semester 2, Year 10 | <ul style="list-style-type: none"> Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill |

Science

SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Australian Curriculum. Science covers three strands – Science Understanding (Biological, Chemical, Earth and Space and Physical Science), Science as a Human Endeavour (Nature and Development of Science and Use and Influence of Science) and Science Inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and analysing data, Evaluating and Communicating). During the course, students will study eight units covering topics like energy and energy transfer, wave motion, atomic structure and radioactivity and plate tectonics. They will analyse how human biological systems function and respond to external changes. The interdependence of biotic and abiotic factors in ecosystems is evaluated. Students will also study chemical reactions and their everyday applications. Scientific literacy and inquiry skills will continue to be developed throughout the course of study.

| COURSE OVERVIEW | |
|--|---|
| SEMESTER 1 | SEMESTER 2 |
| <p><u>Chemical Science</u> Atomic Structure & Isotopes Types of Chemical Reactions Law of Conservation of Mass</p> <p><u>Earth Science</u> Plate Tectonic & Global Patterns Continental Drift Theory</p> | <p><u>Biological Science</u> Ecosystems – biotic& abiotic factors, energy flow Interdependence in Body Systems</p> <p><u>Physical Science</u> Energy Transfer through Wave & Particle Motion Heat Transfer Principles</p> |

| ASSESSMENT TECHNIQUES |
|---|
| Student Experiment Reports Research Investigation Examinations Collections of work |

| SCIENCE PATHWAYS | |
|--|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 9 Science leads to Year 10 Science. Senior science subjects (Physics, Chemistry, Biology & Psychology) require that students fully complete the Year 10 Science course. Senior science subject entry may depend on results of “C” or better in Year 10 Science. | <ul style="list-style-type: none"> Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior science subjects satisfy these requirements. Scientific literacy and inquiry skills are invaluable life skills. |

Humanities

SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the Australian Curriculum and incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of computer skills and knowledge of current events are also included as part of the Humanities program.

Students in Year 9 will study History and Geography as shown below.

| COURSE OVERVIEW | |
|---|---|
| Semester 1 | Semester 2 |
| The Industrial Revolution Making a Nation Australia & WWI | Australia & WWII Biomes & Food Security Geography of Interconnections |

| ASSESSMENT TECHNIQUES |
|--|
| <p>There are generally 2 assessment tasks per semester. These include a selection of the following:</p> <ul style="list-style-type: none"> • Short Response Tests – response to stimulus exams that assess the skills of source analysis • Reports – assignments which are completed both at school and at home • Multimodal Presentations – tasks that require a combination of written and oral elements • Research Investigations – assignments made up of research and paragraph responses |

| HUMANITIES PATHWAYS | |
|--|--|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> • Leads to Humanities in Year 10 and Senior Social Science subjects • Social Science subjects in Senior, Years 11 and 12 include Geography, Modern History, Ancient History, Legal Studies, Economics, Certificate III in Events Management and Certificate III in Business | <ul style="list-style-type: none"> • Humanities leads to a wide variety of employment fields and tertiary study e.g., business, commerce, law, journalism, teaching, public service positions, tourism and service industries • Knowledge of the world, history and current affairs are important in becoming active and informed citizens in an increasingly globalised world |

Health & Physical Education

SUBJECT INFORMATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Content in Health and Physical Education is organised under two strands:

- Personal, social and community health
- Movement and physical activity

Throughout Years 9 and 10, Health and Physical Education is taught through the following 12 focus areas; alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active play and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities, as well as rhythmic and expressive activities (ACARA, 2022).

| COURSE OVERVIEW | |
|--|--|
| SEMESTER 1 | SEMESTER 2 |
| Term 1 <ul style="list-style-type: none"> • Active Aussies? • Space Invaders Term 2 <ul style="list-style-type: none"> • My Social Responsibility • Spirit of the Disc | Term 3 <ul style="list-style-type: none"> • Sustainable Health Challenge • Games We Play Term 4 <ul style="list-style-type: none"> • Respectful Relationships • Navigators |

| ASSESSMENT TECHNIQUES |
|---|
| Performance – practical responses observed by the teacher during class time over a series of lessons Investigation <ul style="list-style-type: none"> • Written response 600-800 words • Spoken/signed or multimodal responses 3-4 minutes Project <ul style="list-style-type: none"> • Written responses 600-800 words, comprising short response items 50-100 words per item • Spoken/signed or multimodal responses 3-4 minutes, comprising short response items 30-60 seconds per item Examination <ul style="list-style-type: none"> • Up to 90 minutes, plus 10 minutes planning, under supervised conditions • Up to 600 words, comprising <ul style="list-style-type: none"> • Short response 50-100 words per item • Extended response 200-300 words per item (QCAA, 2023) |

HEALTH AND PHYSICAL EDUCATION PATHWAYS

| Further study opportunities | Employment opportunities |
|---|---|
| <ul style="list-style-type: none"> • HPE is continued through Years 7-10 as a compulsory subject for all students. • Students may then choose to study QCAA subjects Senior Physical Education and/or Sport and Recreation in Years 11 and 12 | <ul style="list-style-type: none"> • In addition to the support of lifelong physical activity participation and enhanced movement performance, Health and Physical Education provides a great foundation for future career pathways in: <ul style="list-style-type: none"> • Administration – sports administrator • Education – primary/secondary school teacher, outdoor education instructor • Fitness Industry – personal trainer, professional athlete, sports coach • Health – counsellor, first responder (paramedic, police officer etc.), general practitioner, nutritionist, occupational therapist, physiotherapist, psychologist, sports scientist • Media – advertising, marketing, sports journalist |

Material and Technologies Specialisations

SUBJECT INFORMATION

In Year 9 Material and Technologies Specialisation student's use knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans using a range of technical drawings.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects. Students are required to adopt safe working practices throughout the course.

| COURSE OVERVIEW | | | |
|-----------------|---|------|--|
| Term | Topic | Term | Topic |
| 1 | <i>"Organise Me"</i> Workshop safety & Basic wood working skills Basic Timber Project - Instrument Case | 3 | <i>'Fold it'</i> Advanced wood working skills Timber Project – Folding Stool |
| 2 | <i>"Unfolding Design"</i> Basic metal work skills. Metal Work design task incorporating sustainable measures Basic Metal work Project – Toolbox | 4 | <i>'Tweeting'</i> Advanced design tasks using multiple material types – Birdhouse |

| ASSESSMENT TECHNIQUES |
|---|
| Practical Demonstration Minor Design Task Major Design Task |

MATERIAL AND TECHNOLOGIES SPECIALISATION PATHWAYS

| Further study opportunities | Employment opportunities |
|--|---|
| <ul style="list-style-type: none"> • Year 9 MTM leads into Year 10 MTM and/or C 1 in Furnishing • Students must be complete in Year 7, Year 8 and Year 9 MTM in order to study MTM in year 10 and/or Certificate 1 in Furnishing | <ul style="list-style-type: none"> • Interest and skills in Material and Technology Specialisation can be of benefit when pursuing a trade career in both metal and timber and construction industries |

Design

SUBJECT INFORMATION

Design is a component of the Design Technology Curriculum. Student use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks.

| COURSE OVERVIEW | | | |
|-----------------|---|------|--|
| Term | Topic | Term | Topic |
| 1 | <i>'Everything is Awesome'</i> Students will design a LEGO project based on a design brief. They will construct the Lego pieces on Inventor (3D Computer Modeller) | 3 | <i>'Rocket Man'</i> Design air powered rocket. Make a prototype. Test. Improve design. Test Can your rocket go 50 meters? |
| 2 | <i>'Grand Design'</i> Students will use Minecraft to produce the external façade and site of a structure. They will present this information in the form of a Design Folio | 4 | <i>'Phone Zone'</i> Students will use their skills in one or a combination of both Autodesk programs to design and create a phone holder/speaker and logo for an IT company |

| ASSESSMENT TECHNIQUES |
|--|
| Folios of designed and drawn elements Written evaluations and reflections |

| DESIGN PATHWAYS | |
|--|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 9 Design is a distinct advantage for students intending to study Year 10 Design | <ul style="list-style-type: none"> Design can lead to a career in advertising, architectural drafting, building design, cartography, engineering, graphic design, industrial design, landscape architecture, regional and town planning and surveying. support (technician or help desk), technical writing, webmaster or web designer |

Food and Fibre Production

SUBJECT INFORMATION

Food Technology is a component of the Design Technology Curriculum. It provides students with the opportunity to use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students will focus on food production, and food specialisations. Students will identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They learn to transfer theoretical knowledge to practical activities across a range of projects.

*There is a requirement for students to provide their own ingredients on a weekly basis.

| COURSE OVERVIEW | |
|-----------------|---|
| Term | Topic |
| 1-2 | <p><i>'Dressed to Impressed'</i> Design and make your apron to commence your cooking activities</p> <p><i>'Tickle the Tastebuds'</i> Design the ultimate burger and shake meal.</p> <p>Other learnings include: Basic kitchen skills a design process, development of basic cookery skills, health and safety and basic kitchen skills. Dishes may include breakfast, baked goods, rice goods, rice cookery, pasta sauces, mince based meals and vegetable dishes</p> |
| 3-4 | <p><i>'Zip It'</i> Incorporate Sustainable design principles in the construction of a textile artefact.</p> <p><i>'Plate of Origin'</i> Prepare an exciting cuisine that has contributed to Australia's love affair with food.</p> <p>Other learnings include. Further development of basic cookery skills, Health and safety, basic kitchen skills, organisational skills, time management skills, food presentation, evaluation and reflection of self and end products. Dishes may include: salads, stir fries, beverages, desserts, family dinner.</p> |

ASSESSMENT TECHNIQUES

Practical Demonstrations
Work plans and Evaluations
Design Activities

FOOD AND FIBRE PRODUCTION PATHWAYS

Further study opportunities

- This subject leads to Year 10 Food Technology

Employment opportunities

- Leads to future employment as a catering manager, conference centre manager, event organiser, fast food restaurant manager, hotel manager, public house manager, and restaurant manager

Agricultural Studies

SUBJECT INFORMATION

Agricultural Technology is a component of the Design and Technologies Curriculum. It provides students with the opportunity to design and produce products specifically related to food and fibre. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In Year 9 Agricultural Technology, students explore chicken meat and beef production systems and soil and pasture management.

| COURSE OVERVIEW | |
|-----------------|---|
| TERM | TOPIC/ACTIVITY |
| 1 | ‘Egcellent’ Look into the area Egg production. Explore Free range poultry and analyse data about practices in the Industry |
| 2 | ‘Push Up Daisies’ Look at germination practices and design a grow project that maximises |
| 3 | ‘Sheepishly me’ Pick a breed in the sheep industry |
| 4 | ‘We Goat this’ Looking how different nutritional contents effects the weight on a goat carcass |

| ASSESSMENT TECHNIQUES |
|--|
| Written assessment Practical activities |

| AGRICULTURAL TECHNOLOGY PATHWAYS | |
|---|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 9 Agricultural Technology leads to Year 10 Certificate I in Agriculture Operations Students must be complete in 9 Agricultural Technology in order to choose this certificate option | <ul style="list-style-type: none"> Interest and skills in Agricultural Technology can be of benefit when pursuing careers in the Rural Sector and in the Agricultural Sciences |

Visual Art

SUBJECT INFORMATION

The major aims of this course are to develop creativity, acquire knowledge of the visual art skills necessary for the production of art works, and to develop discrimination and appreciation of the visual art world. This course is structured so that students experience art in both 2D and 3D areas, and develop skills using a variety of media.

Over the year, at least three major art areas are studied. The selection of art areas depends upon interest, facilities and resources, but may be as diverse as drawing, design, sculpture, ceramics, fibre arts and multimedia. Drawing is seen as a major skill to be embedded in all areas of art. Theory work, related to the practical aspects, is studied to develop aesthetic awareness and art appreciation.

| COURSE OVERVIEW | |
|---|---|
| SEMESTER 1 | SEMESTER 2 |
| Explore the theory and elements of art: line, shape, colour, tone and texture in a range of media | Explore the theory and elements of art: line, shape, colour, tone and texture in a range of media |

| ASSESSMENT TECHNIQUES |
|--|
| Pieces of Me: drawing and exploring wet and dry media Mini Beast: printmaking and ceramics Parody in Art: developing painting techniques Dia de los Muetos: sculpture and printmaking |

| VISUAL ART PATHWAYS | |
|---|--|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 10 Art, and Visual Art (General subject) and the Certificate Course (Creative Arts) in the Senior School | <ul style="list-style-type: none"> The study of Art and an understanding of the contributions made to society, helps develop individuals into people who are skilled in communication and creative in their outlook |

Drama

SUBJECT INFORMATION

This course of study provides students with an introduction to Drama which includes some theoretical, but largely practical foundations. The course may include role-play and improvisation, storytelling, collage drama and play building.

Tasks may include improvisations, writing and performing stories, scripted performances, student-devised collages in groups and self-reflection. Performance for live audiences is encouraged through the presentation of a student-devised children's theatre production. This course allows students to experience a range of dramatic elements in order to identify future needs and interests.

This course can lead to careers in Performing Arts, or simply an opportunity to strengthen many of the skills necessary for learning and working in the future. Drama provides students with opportunities to: develop a deeper appreciation of Drama as an art-form; improve social interaction with others; build self-esteem and confidence; develop performance skills; and foster team building skills

| COURSE OVERVIEW | |
|---|--|
| SEMESTER 1 | SEMESTER 2 |
| Elements of Drama Role-play and Improvisation Collage Documentary Drama | Scriptwriting Play Building / Political Theatre Comedy |

| ASSESSMENT TECHNIQUES |
|---|
| Making – performing and creating dramatic concepts and self-devised presentations Responding to Drama – analysis, evaluation and synthesis in response to theatre and film |

| DRAMA PATHWAYS | |
|--|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 10 Drama Year 11 and Year 12 Drama (QCAA General subjects) | <ul style="list-style-type: none"> The study of Drama engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork |

Dance

SUBJECT INFORMATION

The Year 9 Dance course provides an introduction to Dance components and skills for performance, focussing on popular dance, lyrical and contemporary techniques. Students will also explore choreographic elements and devices in hip hop/contemporary dance styles. They will research and present information on social dances from different eras and evaluate short artistic dance works.

Students also have an opportunity for extension work and may be required to participate in rehearsals and public performances outside of school hours.

Students are assessed in three criteria: Choreography (creating, devising dance), Performance (polished presentation of dance) and Appreciation (oral or written interpretation of dance works).

| COURSE OVERVIEW | |
|---|--|
| SEMESTER 1 | SEMESTER 2 |
| Dance skills Popular dance styles (Hip Hop) Lyrical dance technique Social dance | Contemporary dance skills Choreographic elements and devices in artistic contemporary dance work Evaluation of contemporary dance work |

| ASSESSMENT TECHNIQUES |
|---|
| Performance Choreography Appreciation |

| DANCE PATHWAYS | |
|---|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> • Dance Extension (D.E.X.) – an extra-curricular program from grades 7 - 12 • Year 10 Dance • Senior Dance in Years 11 and 12 (if offered) • Certificate III in Dance (if offered) | <ul style="list-style-type: none"> • Careers in dance, film, stage and theatre as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work |

Music

SUBJECT INFORMATION

The Year 9 Music subject is an elective course and offered for the year. This course takes students through the development of Rock and Oz Music, along with exploring music from Asia and Musicals. Students will listen to a variety of popular songs from each genre and analyse the musical elements. Students will explore compositional software to create melodies, compositions and re-mix songs. Additionally, students will continue to develop their individual and group performance skills on a variety of instruments including the guitar, keyboard and drums.

COURSE OVERVIEW

SEMESTER 1

SEMESTER 2

The Yr 9 Music program is FULL of contrasting topics and concepts. These four topics give you the ability to explore different genres and styles, and very popularly, create your own Triple J, Like A Version cover!

ASSESSMENT TECHNIQUES

Musicology
Performance
Composition

MUSIC PATHWAYS

Further study opportunities

- Music Extension
- Years 9 - 12 Music
- Instrumental Music
- Cert. II Music Industry and/or Music in Practice (Applied subject)

Employment opportunities

- There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scene careers such as sound mixing/production and digital composition.

Media Studies

SUBJECT INFORMATION

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs.

They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

| COURSE OVERVIEW | |
|--|---|
| SEMESTER 1 | SEMESTER 2 |
| Technical Development Documentary Music Videos | Media in gaming Artistic Development |

| ASSESSMENT TECHNIQUES |
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| Pre-Production Production Responding |

| YEAR 9 MEDIA STUDIES PATHWAYS | |
|---|---|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 10 Media Year 11 and Year 12 Film, Television and New Media (QCAA General and Applied Subjects) | <ul style="list-style-type: none"> A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies |

Dance Extension

SUBJECT INFORMATION

The Year 7 - 12 Dance Extension program provides an opportunity for students to extend their dance tuition throughout the year. This is in addition to the Dance subject rotation included in Year 7. With a focus on solo and ensemble performance, the course also includes a range of different dance styles in a range of different settings (Performances, Eisteddfods, etc). Students will engage with a variety of professional dance artists to broaden their dance horizons.

| COURSE OVERVIEW | |
|---|---|
| SEMESTER 1 | SEMESTER 2 |
| Jazz Contemporary Sunshine Coast Dance Eisteddfod | Technique Hip Hop School Show and Dance Night |

| ASSESSMENT TECHNIQUES |
|-----------------------|
| Performance |

| Dance EXTENSION PATHWAYS | |
|--|--|
| Further study opportunities | Employment opportunities |
| <ul style="list-style-type: none"> Year 9 - 12 Dance Cert. III in Dance (if offered) | <ul style="list-style-type: none"> Careers in dance, film, stage and theatre as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work. |

STEAM

SUBJECT INFORMATION

STEAM at Maleny develops and extends key discipline area knowledge whilst also exposing students to integrated STEM experiences. STEAM caters for students with demonstrated higher aptitude in Maths and Science and engages students in contextual inquiry-based learning. While the program teaches to the Australian Curriculum, learning in the STEAM classroom focuses on high levels of applied and design thinking in a range of contexts related to learning content. These learning experiences foster integration between Science and Maths and challenges students to develop their higher order thinking skills.

Science and Mathematics are the critical “bookends” that underpin STEM and form the solid foundation that our students need to be critical and creative citizens in a globally competitive environment. They will value the mechanical, mathematical, computational and scientific systems, infrastructure and data that drives modern society. These include but are not limited to:

- | | | |
|-----------------|-----------------|---------------------|
| • Collaboration | • Communication | • Critical Thinking |
| • Creativity | • Character | • Citizenship |

STEAM at Maleny SHS aims to deliver a curriculum that challenges studies across the Science & Math classrooms. Creating a collaborative approach to learning activities and developing links between the Science & Maths curriculum.

| COURSE OVERVIEW | |
|--|--|
| SEMESTER 1 | SEMESTER 2 |
| <p><u>Chemical Science</u> Atomic Structure & Isotopes Types of Chemical Reactions Law of Conservation of Mass</p> <p><u>Earth Science</u> Plate Tectonic & Global Patterns Continental Drift Theory <i>Earthquake Proof Building Design</i></p> <p>Maths Numbers and Algebra Measurement Geometry and Measurement</p> | <p><u>Biological Science</u> Ecosystems – biotic& abiotic factors, energy flow Interdependence in Body Systems <i>Effect of Plastics on Marine Environments</i></p> <p><u>Physical Science</u> Energy Transfer through Wave & Particle Motion Heat Transfer Principles <i>Solar Cooker Project</i></p> <p>Maths Probability Data Representation & Interpretation Number and Algebra</p> <p>Term 4 Solar Cooker Project - Interdisciplinary Project</p> |

ASSESSMENT TECHNIQUES

Assessment Techniques used include:

Student Experiment Report

Research Investigation

Examinations

Problem Solving and Modelling Tasks

Collections of work including multi-modal presentations

Project/Collaboration/Group Work

STEAM PATHWAYS

Further study opportunities

- Further study opportunities are reflected in the Science, Maths and Technology areas

Employment opportunities

- Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21st Century skills

Instrumental Music

SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument. This fee covers service and maintenance of those school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many of our Maleny State High School public performances.

| COURSE OVERVIEW | |
|--|--|
| SEMESTER 1 | SEMESTER 2 |
| Individual course based on student needs | Individual course based on student needs |

| ASSESSMENT TECHNIQUES |
|------------------------------|
| Performance based assessment |

| MUSIC PATHWAYS | |
|---|---|
| Further study opportunities | Employment opportunities |
| Students can continue Instrumental Music throughout high school | Performance, festivals, orchestras, teaching, composition |

