

# GOOMERI STATE SCHOOL P-10



# YEAR 9 & 10 ELECTIVES 2024

*Everyone Learning & Achieving*

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## OUR VISION

At Goomeri State School P-10 we strive to achieve quality educational outcomes for all students so that they can become caring and active members of society.

## OUR KEY PRIORITIES:

- Quality Curriculum – Literacy & Numeracy
- Quality Teaching
- Personalised Learning

## YEAR 9/10 Curriculum 2024

### KEY LEARNING AREAS

The Department of Education has mandated the minimum requirements for providing the eight learning areas/subjects between Prep and Year 10. These Key Learning Areas are:

### Minimum requirements for providing the curriculum in Years 7 to 10

In Years 7 to 10, the **minimum requirements** for providing the eight learning areas/subjects are as follows.

Learning areas/subjects		Years 7 to 10 When to provide	Electives
English <sup>7</sup> Mathematics Science		Provide in every semester every year in Years 7 to 10.	
Health and Physical Education		Provide in every semester in Years 7 and 8. Provide in at least one semester in each year in Years 9 and 10.	
Humanities and Social Sciences	<ul style="list-style-type: none"> <li>• Humanities and Social Sciences (Year 7 only) <b>OR</b></li> <li>• History</li> <li>• Geography</li> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Work Studies (Years 9 and 10 only)</li> </ul>	Provide each subject in at least one semester each year in Years 7 and 8.  Provide History in at least one semester each year in Years 9 and 10.	Geography, Economics and Business, Civics and Citizenship and Work Studies for students in Years 9 and 10
Technologies <sup>10</sup>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design and Technologies</li> </ul>	Provide Digital Technologies in at least one semester in Years 7 and 8.  Provide Design and Technologies in at least one semester in Years 7 and 8 or provide one or more of the related corporate learning areas/subjects in at least one semester in Years 7 and 8. <sup>10</sup>	Digital Technologies for students in Years 9 and 10  Design and Technologies subjects for students in Years 9 and 10
The Arts	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	Provide at least one of The Arts subjects in at least one semester in Years 7 and 8.	One or more of The Arts subjects for students in Years 9 and 10.
Languages		Provide in every year in Years 7 and 8.	Languages subjects for students in Years 9 and 10.

## ELECTIVE STUDIES

Elective subjects will be offered in the Key Learning Areas of Science, Technology and LOTE.

## VERTICAL TIMETABLING

Vertical timetabling means that students from Years 9 and 10 will be in the same class together for electives. In order to offer a broader range of learning experiences to students in Years 9 and 10 in 2021, the school will continue to offer vertical timetabling in the elective subjects. (However, if numbers in classes are too large for the facilities, then classes will need to be split. This could then result in a reduction in the number of electives being offered.)

## ELECTIVE CURRICULUM

Students will be able to ***select from 2 lines of electives***. Electives will be studied for one year. Electives are offered based on the skills and expertise of current staff.

The electives are selected under the Key Learning Areas and their associated Achievement Standard.

When choosing electives, students need to consider:

- Their interests and abilities
- Skill development
- Future goals and career options
- What they are good at.

## SELECTION OF UNITS

In making your choices of electives, you may need to:

- Speak to your teacher/s, the Guidance Officer and/or your parents for advice.
- Give some thought to what you may wish to study/do in Years 11 and 12 or beyond
  - University/Apprenticeship or Traineeship/TAFE
- Read the booklet completely and then read it again.
- Shade the elective units you wish to study. Make sure you choose one from each line.

***It is now up to you. Remember, there are people who can help you to decide! Use all of the available resources at your disposal!***

## Goomeri State School P-10 Years 9/10 Electives for 2024

**Student Name:** \_\_\_\_\_

<b>Line 1</b>	<b>Visual Arts</b>	<b>Home Economics</b> (\$50 per year)  Class numbers capped at 16	<b>Agricultural Science</b>  Class numbers capped at 20
<b>Line 2</b>	<b>Science Enrichment</b>	<b>Japanese</b>	<b>Design and Technology</b> (\$50 per year)  Class numbers capped at 16

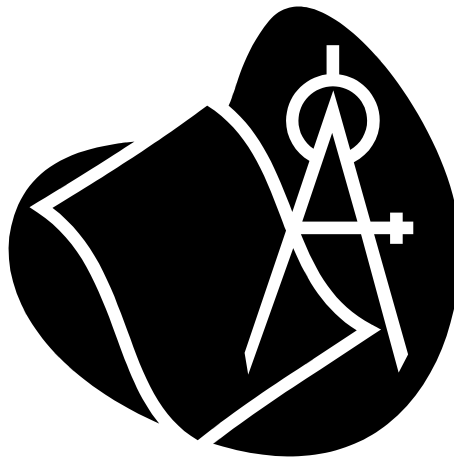
*My student has discussed their elective choices with me and I agree with these choices and will pay the subject fees as listed above for them to participate in their electives.*

**Parent/Guardian Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# **DESIGN and TECHNOLOGY**



**Students studying this subject will be charged \$50 in 2024  
as per the Student Resource Scheme Parent Information Sheets.**

*Leather or Vinyl Shoes are a Safety Requirement for Design Technology,  
Food Technology & Science Subjects as per the Prospectus.*

<b>Key Learning Area</b>	<b>Design and Technologies</b>	
<b>Subject</b>	<b>Design and Technology</b>	
<b>Topic</b>	<b>Furnishing - Design and Construction of a piece of furniture</b>	
<b>Terms 1 and 2</b>  <b>Design brief and criteria</b>	<b>Overview</b> Students will design and construct a piece of furniture in response to a particular problem or need.	<b>Progression:</b> Design brief (Learning intent) and criteria for success development.
<b>Research on furniture design, materials and processes.</b>	Students will complete a workbook that incorporates a number of research tasks and investigations relating to furniture design, material selection and construction processes.	Research and investigation on sustainable designing, innovative designers, factors and features of technologies, suitability and sustainability of materials and manufacturing processes.
<b>Design folio development.</b>	Students will develop a detailed design folio of their proposed product.	Design documentation for product: <ul style="list-style-type: none"> <li>• Critical evaluation of needs and opportunities</li> <li>• Ideation and concept sketches</li> <li>• Orthographic and isometric working drawings</li> <li>• Material list and logical work procedure</li> </ul>
<b>Production of designed solution.</b>	Students will follow their folio to manufacture their product	Production skills and techniques: <ul style="list-style-type: none"> <li>• Measuring and marking out techniques</li> <li>• Safe use of carpentry hand and power tools</li> <li>• Assembly and clamping techniques</li> <li>• Working collaboratively</li> </ul>
<b>Evaluation and reflection</b>	They will also complete an evaluation report for their design solution	Evaluation discussion and product evaluation report.
	<b>Assessment</b>	Student workbook week 5 Design activities and folio end week 5 Production activities end week 9 Evaluation report end week 9.

Topic	Engineering Principles and Systems - Design and Manufacture of Product	
<b>Terms 3 and 4</b>  <b>Design brief and criteria for success</b>	<b>Overview:</b> Students will design and fabricate a <u>product</u> in response to a particular problem or need.	<b>Progression:</b> Design brief (Learning intent) and criteria for success development.
<b>Research on design, materials and processes.</b>	Students will complete a workbook that incorporates a number of research tasks and investigations relating engineering design, material selection and manufacturing processes.	Research and investigation on sustainable designing, quality systems, engineering principles and systems, materials, industry processes and basic physics, factors and features of technologies, suitability and sustainability of materials and manufacturing processes.
<b>Design folio development.</b>	Students will develop a detailed design folio of their proposed product.	Design documentation for product: <ul style="list-style-type: none"> <li>• Ideation and concept sketches</li> <li>• Orthographic and isometric working drawings</li> <li>• Material list and logical work procedure</li> </ul>
<b>Production of designed solution.</b>	Students will follow their folio to manufacture their product	Production skills and techniques: <ul style="list-style-type: none"> <li>• Measuring and marking out skills</li> <li>• Safe use of engineering hand and power tools</li> <li>• Machining techniques</li> <li>• Fabrication techniques</li> <li>• Assembly techniques</li> <li>• Working collaboratively</li> </ul>
<b>Evaluation and reflection</b>	They will also complete an evaluation report for their design solution.	Evaluation discussion and product evaluation report
	<b>Assessment</b>	Research assignments week 5 Design activities and folio end week 5 Production activities end week 9 Evaluation report end week 9.

**Notes:**

Every student must successfully complete the Workshop Health and Safety Induction before commencing any practical activities and maintain safe work practices throughout the course. Non-compliance will result in repetition of the induction process or exclusion from practical activities.



# HOME ECONOMICS

## Textiles and Food studies



**Students studying this subject will be charged \$50 in 2024 as per the Student Resource Scheme Parent Information Sheets.**

*Leather or Vinyl Shoes are a Safety Requirement for Design Technology, Food Technology & Science Subjects as per the Prospectus.*

Key Learning Area	Design and Technologies	
Subject	Creative Design and Food Technology	
<b>Term 1 &amp; 2</b>  <i>To Market We Go!</i>	<b>Overview</b>	<p>Students participate in the planning and implementation of a stall at <b><i>The Goomeri Pumpkin Festival Stall</i></b> in May.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> <li>• Investigation of the marketing process – including marketing techniques and costings</li> <li>• Evaluation of previous markets</li> <li>• Consideration of a diverse local market</li> <li>• Development and trial of possible products</li> <li>• Planning and production of products</li> <li>• Packaging and labelling products</li> <li>• Investigation of cost structures and pricing – making a profit</li> <li>• Selling techniques including determining change to be given</li> <li>• Stall management processes including hygiene and safety</li> <li>• Evaluation of production and marketing process</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Design folio</li> <li>• Marketable product</li> <li>• Observation and skill checklist</li> <li>• Participation in marketing process</li> </ul>

Subject	Creative Design and Textile Technology	
<b>Term 3</b>  <i>Interactive soft toy (for children or pets)</i>	<b>Overview</b>	<p>Students will research and investigate the types of toys that are important for infant/small child or pet development and why toys and play are so important for growing brain development.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> <li>• Researching toy safety guidelines within the Australian Consumer Law.</li> <li>• Looking at different types of fabric and patterns on fabric to help construct a stuffed toy that is able to be tactile, safe, educational and stimulating for the brain.</li> <li>• Developing skills in using the design process, documenting their planning and using a variety of materials and sewing skills.</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Interactive fabric toy</li> <li>• Reflection and evaluation</li> </ul>

<b>Subject</b>	<b>Creative Design and Textile Technology</b>	
<b>Term 4</b>  <i>Smarty Pants</i>	<b>Overview</b>	<p>Students design and create a pair of Pyjama Pants.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> <li>• Research and investigation the history of Pyjamas</li> <li>• Research and investigation of appropriate materials for use in the production of Pyjama pants</li> <li>• Using the design process to create a pattern and make a pair of Pyjama pants</li> <li>• Development of skills and understanding when using patterns</li> <li>• Development of skills in basic garment sewing</li> <li>• Reflection on their use of the design process.</li> <li>• Evaluation of their end product.</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Design Folio</li> <li>• Designing and creating their Pyjama pants</li> <li>• Skills Checklist</li> <li>• Digital Records</li> </ul>

# **LOTE**

## **Japanese**



Key Learning Area	LOTE – Languages Other than English	
Subject	Japanese	
<p><b>Term 1</b></p> <p>What is the best job in the world?</p>	<p>Overview</p>	<p>In this unit, students will explore language and culture relating to youth employment in Japan.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• exchange ideas and opinions to negotiate and plan a careers fair</li> <li>• analyse information about types of employment</li> <li>• use Japanese to respond to a job advertisement</li> <li>• reflect on intercultural experiences, their own language use and cultural values associated with youth employment</li> </ul>
	<p>Assessment</p>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>- use correct pronunciation and adopt appropriate rhythm and phrasing</li> <li>- extract, analyse and evaluate information from extended written texts</li> <li>- produce informative texts, appropriate to audience and purpose</li> <li>- explain how key Japanese cultural values are reflected in language and behaviours.</li> </ul>

<p><b>Term 2</b></p> <p>What are our global connections?</p>	<p>Overview</p>	<p>In this unit, students explore their connections with the wider global community including links with Japanese culture.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss experiences and connections with other countries and cultures</li> <li>• explore links between Australia and Japan</li> <li>• explore and discuss cultural values expressed in creative texts such as manzai</li> <li>• reflect on how global interactions shape the way we view ourselves and our place in the world.</li> </ul>
	<p>Assessment</p>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>- use Japanese to share information, experiences and views.</li> <li>- use the ㇿ form and plain form to express preferences</li> <li>- make connections and comparisons between their own and others' culturally-shaped perspectives.</li> <li>- reflect on the influence of perspectives on intercultural communication.</li> </ul>

Subject	Japanese	
<p><b>Term 3</b></p> <p>Environmental Conservation</p>	<p>Overview</p>	<p>In this unit, students will explore language and cultural values relating to environmental conservation in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• interact with others to share ideas and opinions relating to perspectives on conservation</li> <li>• engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation</li> <li>• reflect on intercultural experiences and their own language and cultural values associated with animal conservation.</li> </ul>
	<p>Assessment</p>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>- use Japanese to share information, and views related to their social worlds using rehearsed and spontaneous language</li> <li>- use correct pronunciation, including that of borrowed words</li> <li>- ask and respond to questions, elaborating responses by providing reasons or explanations.</li> </ul>

<p><b>Term 4</b></p> <p>How do youth subcultures represent themselves?</p>	<p>Overview</p>	<p>In this unit, students will explore how young people in Japan and Australia engage with subcultures as a form of self-expression.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss different youth subcultures and explore identity and self-expression.</li> <li>• analyse and present information about youth subcultures in Japan.</li> <li>• reflect on their own identity in relation to youth subcultures.</li> <li>• discuss cultural values that are evident in youth subcultures.</li> </ul>
	<p>Assessment</p>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>- use Japanese to share information, experiences and views</li> <li>- produce informative texts, appropriate to audience and purpose</li> <li>- make connections and comparisons between their own and others' culturally shaped perspectives.</li> </ul>

# SCIENCE ENRICHMENT



*Leather or Vinyl Shoes are a Safety Requirement for Design Technology,  
Food Technology & Science Subjects as per the Prospectus.*

Key Learning Area	Science	
Subject	Science Enrichment	
Term 1 STEM	<b>Overview</b>	STEM Challenges: this unit is an example of the integration of <b>Science</b> , Graphics, <b>Technology</b> , Industrial Technology, <b>Engineering</b> and <b>Mathematics</b> . Students will participate in a number of different challenges, each of which has a theme and focus that draws syllabus content, thinking and skills from all four KLA areas.
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>Experimental Journal of Challenges</li> </ul>
<b>Fluor Engineering Challenge</b>	Students participate in this online challenge in term 1	Fluor Engineering Challenge
Term 2 Biology	<b>Overview</b>	Students will again consider the human body, with a focus on the five senses. They will consider how the human body can: <ul style="list-style-type: none"> <li>Interpret light waves as sight</li> <li>Interpret sound waves as hearing</li> <li>Respond to hot / cold / pressure as touch</li> <li>Distinguish between different tastes</li> <li>Interprets air borne molecules as smell</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>Experimental reports</li> <li>Presentation on an associated topic of perception and cognition (to be negotiated with the teacher)</li> </ul>
Science & Engineering Challenge	Students participate in The Science & Engineering Challenge in term 2.	Science & Engineering Challenge – students travel to Bundaberg to compete against other schools in a variety of STEM challenges
Term 3 Physics	<b>Overview</b>	Students will learn the fundamentals of flight; <ul style="list-style-type: none"> <li>Forces acting during flight</li> <li>Aerofoils</li> <li>Bernoulli Principal</li> <li>Dynamics of flight</li> <li>Kites</li> <li>Wings &amp; flight</li> </ul> The unit includes experiments and mathematical calculations using formulae.
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>Experimental reports</li> </ul>
Term 4 Chemistry	<b>Overview</b>	Students will learn the fundamentals of distillation; <ul style="list-style-type: none"> <li>What are aromatic compounds?</li> <li>What elements go into perfume making?</li> <li>How are aromatic compounds distilled?</li> </ul> The unit includes experiments and research
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>Experimental reports</li> </ul>



# **AGRICULTURAL SCIENCE**



*Work boots are a Safety Requirement for Agricultural Science.*

<b>Key Learning Area</b>	<b>Science</b>	
<b>Subject</b>	<b>Agricultural Science</b>	
<b>Term 1</b>  Beginnings of agriculture and the history of agriculture in Australia	<b>Overview</b>	Students will learn about the beginnings of modern agriculture and the history of agriculture in Australia. They will also have opportunities to: <ul style="list-style-type: none"> <li>• Prepare garden beds</li> <li>• Plant and maintain a range of pumpkin species</li> <li>• Learn about agriculture production areas in Australia</li> <li>• Learn about agriculture and the economy</li> <li>• Explore the marketing of Australian products</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ End of unit exam</li> <li>➤ Practical component</li> <li>➤ Practical component/evaluation</li> </ul>
<b>Term 2</b>  Farming as a business	<b>Overview</b>	Students will explore farms as a business. They will also have opportunities to: <ul style="list-style-type: none"> <li>• Prepare garden beds</li> <li>• Plant and maintain a range of plants</li> <li>• Explore decision making on farms</li> <li>• Learn about record keeping</li> <li>• Develop understandings of collecting, analysing and presenting data</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Planning</li> <li>➤ End of unit exam</li> <li>➤ Practical component/evaluation</li> </ul>
<b>Term 3</b>  Farm Safety	<b>Overview</b>	Students will explore farm and chemical safety. They will also have opportunities to learn: <ul style="list-style-type: none"> <li>• How to prepare garden beds</li> <li>• How to plant and maintain a range of plants</li> <li>• The responsibilities of people in farm workplaces</li> <li>• Farm equipment and machinery safety</li> <li>• Noise injury prevention on farms</li> <li>• Manual handling on farms</li> <li>• Chemical safety on farms</li> <li>• Workshop safety on farms</li> <li>• Safe handling of cattle</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Planning</li> <li>➤ End of unit exam</li> <li>➤ Practical component/evaluation</li> </ul>
<b>Term 4</b>  Aquaculture and dairy farming	<b>Overview</b>	Students will explore animal production through both theoretical and practical learning strategies. They will learn: <ul style="list-style-type: none"> <li>• To prepare garden beds</li> <li>• To plant and maintain a range of plants</li> <li>• Introduction to Aquaculture</li> <li>• Species of fish</li> <li>• Sustainable aquaculture</li> <li>• Dairy farming</li> <li>• Sustainable dairy farming</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Planning</li> <li>➤ End of unit exam</li> <li>➤ Practical component/evaluation</li> </ul>

# **VISUAL ARTS**



During the two years of the course students will develop skills in using a visual diary, the design process, printmaking, sculpture, painting and drawing. Students will develop knowledge and understanding about Art history, art movements and artists. They will be able to reflect upon their own art practices and evaluate those of other artists. The following units have been designed to prepare students for Senior Art in years 11 and 12 and on further to a Graduate Diploma in Visual arts.

<b>Term 1 2024</b>  <b>“Children’s Illustrations”</b> (Watercolour painting)	<b>Overview</b>  Students will start their year by examining illustrations of children’s books. Students will investigate artists such as Beatrix Potter and Theodor Geisel (Dr Seuss) to understand how illustrators design artworks that enhance and engage the reader in the story. <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of perspective and proportion for engaging audiences</li> <li>• Developing skills in interpreting and analysing art works</li> <li>• Documenting their personal process in creating illustrations to enhance a story</li> <li>• Experimenting with different watercolour techniques</li> <li>• Develop and illustrate their own children’s story</li> <li>• Reflecting and evaluating their journey.</li> </ul>
	<b>Assessment</b> Visual Art Diary Written assignment 5-6 A5 watercolour pieces
<b>Pathways</b>	<ul style="list-style-type: none"> <li>• Students will adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media</li> <li>• Students will develop skills in using the design process to help them develop artworks that engage and enhance a simple text.</li> </ul>
<b>Term 2 2024</b>  <b>“The Hermannsburg Potters”</b> (Pottery piece)	<b>Overview</b>  Student will explore the art works created by Hermannsburg Potters. In this unit students will develop skills in pottery making, as well as an appreciation for Indigenous art. <ul style="list-style-type: none"> <li>• Develop knowledge and understanding on how to create pottery</li> <li>• Developing skills in interpreting and analysing art works</li> <li>• Documenting their personal process in creating a pottery piece</li> <li>• Experimenting with different pottery techniques</li> <li>• Develop and decorate a pottery piece</li> <li>• Reflecting and evaluating their journey.</li> </ul>
	<b>Assessment</b> Visual Art Diary Pottery Piece
<b>Pathways</b>	<ul style="list-style-type: none"> <li>• In observing other artist’s styles and techniques students develop their own ideas about using a certain medium and technique</li> <li>• Students will develop skills in using the design process to help them complete an artwork.</li> </ul>

<b>Term 3 2024</b>  <b>Printmaking Skills</b> (Lino-printing)	<b>Overview</b>	Masks are a common element in many cultures. Students will look at mask making around the world to gain a deeper insight into individual cultures and compare how masks were used in different cultures from different locations and time periods. <ul style="list-style-type: none"> <li>• Draw on artworks from a range of cultures, times and locations</li> <li>• Explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>• Develop skills in 3-dimensional design</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Visual diary including annotated design ideas</li> <li>• 1 mask</li> </ul>
<b>Pathways</b>	<ul style="list-style-type: none"> <li>• Students develop a greater understanding about the quality of pattern, and texture and how these elements come together to aid in the design of a mask.</li> <li>• Students develop skills in creating and making their own masks.</li> </ul>	

<b>Term 4 2024</b>  <b>Picasso</b> (Acrylic painting)	<b>Overview</b>	Students will look at the works of Pablo Picasso and investigate his life, influences and the cubism movement. Students will investigate what is Art? And how do we define it <ul style="list-style-type: none"> <li>• How did ideas about art change in the 20<sup>th</sup> century</li> <li>• Experiment with a wide variety of different drawing and painting techniques</li> <li>• Develop a series of art works based around styles observed.</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Design Folio</li> <li>• Visual Diary</li> </ul>
<b>Pathways</b>	<ul style="list-style-type: none"> <li>• Students will develop skills in researching, interpreting, analysing, and evaluating Modern art movements.</li> <li>• Students will develop skills in writing about art and making art.</li> </ul>	