



Ulverstone
HIGH SCHOOL

care create achieve

**Grade 9/10
Electives Handbook**

2016

Grade 9/10 Handbook

The Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future (Source: ACARA, <http://www.australiancurriculum.edu.au/Curriculum/Overview>).

At Ulverstone High School, students in Grade 9 and 10 will be studying the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography, The Arts and Applied Learning. Compulsory subjects for students at Ulverstone High in Grade 9 and 10 include English, Mathematics, Science and History. **Geography is an option for Grade 9 and 10 students.**

The Australian Curriculum includes seven general capabilities. The capabilities below encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.



Students have some flexibility in designing their own learning pathways at Ulverstone High. Students will be able to choose their options classes from a variety of different learning areas including Arts, Health and Wellbeing, Applied Learning and LOTE.

In choosing courses, students should consider:

- Which disciplines they have enjoyed the most success with
- Those courses in which they have a particular interest or skill
- Choosing a variety of courses to give a broad experience to enable better decisions for further study
- Desired learning pathways beyond high school
- Student friendships and relationships with particular teachers should not be as important as the above when making choices

A good reference guide for students options in preparation for Year 11 and 12 is the Year 11 and 12 Guide Online at www.education.tas.gov.au (search for Year 11 and 12 Course Guide).

ARTS

DANCE

Teacher Contact: Fiona Paterson

Dance is expressive movement with purpose and form. It exists in many styles and is practised in all cultures. This course is designed for students who have an interest in **Contemporary Dance** and enjoy devising their own dance works.

Students will be given the opportunity to explore dance vocabulary and simple choreographic devices as they work with others to create short dance sequences of their own. Through this course students will have the opportunity to perform to a variety of audiences to showcase their work, such as school assemblies and Song and Dance Night.

Students will also be introduced to safe dance practice and technique exercises. These aim to improve students' general fitness and flexibility. A change of clothes appropriate for physical activity is compulsory. No previous dance experience is necessary.

DRAMA

Teacher Contact: Fiona Paterson

Drama allows students who have an enjoyment in it to pursue their passion. This course provides opportunities for students to develop their skills in communication, co-operation and problem solving. Through drama, students learn to think, move, speak and act with confidence.

Students will have the opportunity to participate in a range of learning experiences such as:

- Improvisation
- Theatre Sports
- Scripted Drama
- Acting
- Presenting & Performing
- Rehearsing & Devising
- Stagecraft & Designing

Through this course, students will perform to a variety of audiences to showcase their work, such as Devonport Eisteddfod and Drama Night. Opportunities for visits to professional and school performances may also be provided.

MEDIA ARTS

Teacher Contact: Leigh Crawford

This course is designed to assist students in thinking critically about the power and influence of media. Students will be given the opportunity to produce a variety of media projects for a range of audiences throughout the year. These include short videos, radio programs, podcasts, advertising and print media. As students develop their skills, opportunities exist for negotiated projects and small group work.

Students will be required to work independently and in groups on the creation of media products for "clients" as well as for class. This could include filming or taking photographs at school events. Students will also have the opportunity to create products to be entered in some of the many film competitions available.

There is a component of theory and written work associated with this course that aims to help students with the planning and preparation for the practical aspects of producing media products.

MUSIC STUDIES

Teacher Contact: Georgina Harvey

Music Studies is a course for instrumental and vocal students who have an interest and enjoyment of music to continue to develop their skills and understandings of music through studying on their chosen instrument.

Central to the course are the three interconnected concepts of listening, composing and performing. Students will be expected to prepare and perform ensemble and solo works in class on their chosen instrument, with the opportunity to perform in school events, assemblies and Eisteddfods. They will also have the chance to listen to and see a wide range of musical performances, explore musical ideas and concepts, improvise, develop their musical literacy skills, arrange and compose music and develop their skills as a reflective and critical performer.

Instrument choice:

- Students choose which instrument they will focus on
- Must select an instrument/voice
- Encouraged to continue previously studied instrument, but can change or start a 2nd instrument
- 2nd instrument - For practical assessments students must present a short piece on 2nd instrument on top of the performance requirement of their major instrument

Theory vs. Practical:

- Slightly more time allocated for practical work and personal practice, though there is still a theory component
- Theory includes notation, listening, composition and history
- Practical includes instrumental practice and performance (solo and ensemble), listening and composition

Performance requirements:

- 2 - 3 assessed performances per term on instrument (solo and/or ensemble)

Assessment:

- One major written
- One major composition
- Performance
- Students must be prepared to perform in front of the class

SCHOOL PRODUCTION – ACTING

Teacher Contact: Fiona Paterson

Ulverstone High School will be staging a production in 2016 for students in Grades 7 – 10. Students who have been successful in gaining larger roles must select School Production for the second part of the year, as most of the character development, blocking and direction will be done during this time. However, rehearsals will also take place during students' own time, such as during lunch, after school and at weekends.

SCHOOL PRODUCTION – BAND

Teacher Contact: Georgina Harvey

2016 is a "Production" year at Ulverstone High School. Doing a musical production requires a production band in the second half of the year. School Production Band is for students who have successfully gained a place in the production band. It will provide an opportunity for focused rehearsal as an ensemble and with the production cast. As the performance approaches, rehearsals will also take place during students' own time, such as during lunch, after school and at weekends.

- School Production Band may run in conjunction with Music Studies or School Production - Acting for the second part of the year, dependent on student numbers.
- Will also be opportunity for personal practice.

SCHOOL PRODUCTION SET/PROPS/COSTUME *Teacher Contact: David Bentley/Kim Legg*
 2016 will be a “Production” year at Ulverstone High School. The Arts team will all be involved with the School Production as each department takes on a particular role. The Visual Arts team will be helping with the design, building and painting of sets and props for the production, as well as simple costume design and making. Involvement in this course in Semester I will be through negotiation.

VISUAL ART

Teacher Contact: David Bentley

Students can select this Visual Art class for either one semester or the whole year. Covered in this course will be art criticism, diversity in art, mastering materials and techniques, preparing work for an audience and expressing a personal voice through art. Students will work independently for the majority of their time and also actively take part in theory discussions and curating exhibitions in the School Gallery. Students will also be invited to involve themselves in local artistic community activities.

LANGUAGES OTHER THAN ENGLISH

FRENCH

Teacher Contact: Janine McCullough

This subject is designed to further develop oral and written communication skills in French, the second-most widely spoken language in the world. There is also the opportunity for students to begin learning French, if they haven’t had the opportunity in Grades 7 and 8. Students will pursue a course of study which gives equal emphasis to the four skills of listening, speaking, reading and writing. Through learning another language, students will have the opportunity to compare this with their own language and gain a better understanding of English as a system.

In addition, the study of French will give students a greater awareness and a deeper understanding of another culture.

Classroom activities will include group conversation work, role play, written exercises, computer-based learning, and cultural activities such as cooking and games from France.

In 2016, we hope to run our biennial trip to New Caledonia, Australia’s closest French-speaking neighbour. This is a fantastic opportunity for students to put their classroom French into a real life situation.

HEALTH & PHYSICAL EDUCATION

Although all Health and Physical Education Courses have an emphasis on active participation, there will be a theory component which is required in order to pass each course. Students are also reminded that a complete change of clothing for practical lessons is a compulsory requirement of this course to ensure adequate hygiene is maintained by all students. Unless otherwise stated, all Health & Physical Education staff can be contacted to discuss these courses.

AFL ACADEMY – ATHLETE DEVELOPMENT

Teacher Contact: Shaun Conkie

This course is designed for boys only. Participants in this course would need to be involved in playing football and, in some cases, football outside of school. The course would be centred around developing the student's skill acquisition, game play and game fitness with a focus on using performance in school football games as a guide to measure success. The course will be timetabled when students would normally have scheduled games throughout the playing season so one lesson would be playing a scheduled game while the other would look at evaluating game performance and preparation for the next week.

Some examples of topics covered in this course:

- Coaching and umpiring
- Skill acquisition
- Evaluation of game play and performance
- Nutrition
- Pre and post season preparation
- Game fitness
- Development of personal training programs

ATHLETE DEVELOPMENT

Teacher Contact: Shaun Conkie

This course is aimed at developing individual students' ability and fitness in their chosen sport. Students need to be highly motivated and have goals they are driven to achieve with little or no external motivation/encouragement. The program looks at developing students' technique and knowledge to enable them to plan their own programs with guidance to assist them in achieving their goals.

Some examples of topics covered in this course:

- Negotiate personalised fitness plans
- Goal-setting, measuring and evaluating fitness
- Nutrition
- Training methods and technique
- Skill acquisition
- Evaluation of game play and performance
- Pre and post season preparation
- Development of game fitness

Please Note:

This course does not involve any game play and is purely aimed at improving individual fitness in the pursuit of achieving outstanding personal results in all tasks and community events that form part of their assessment.

FITNESS FANATICS

Teacher Contact: Shaun Conkie

This course is aimed at students who want to improve their personal fitness. It is designed to extend students by encouraging them to their absolute limit to improve their individual fitness. Students who succeed in this course have a high level of motivation and are able to push themselves with little or no encouragement. There is an element of personal fitness testing.

Some examples of topics covered in this course:

- Goal-setting, measuring and evaluating fitness
- Training and participating in local and regional community events (Burnie Ten/Launceston Ten) with the ultimate aim of running 10km at the end of the semester
- Experiencing a variety of different training methods and programs

Please Note:

This course does not involve any game play and is purely aimed at improving individual fitness in the pursuit of achieving outstanding personal results in all tasks.

FITNESS & GAMES

Teacher Contact: Shaun Conkie

This course is designed for students who enjoy a more traditional approach to Health and Physical Education. It is a mixed gender class, so students need to be comfortable performing practical and theoretical tasks in this environment. The content covered will be tailored to suit each individual group/class, but some core topics will be covered in all classes (both semesters), such as fitness testing, carnival preparation, team and individual sport modules.

Some examples of topics covered in this course:

- Dance
- Team Sport Modules
- Athletics
- Beach Activities
- Gymnastics
- Swimming & Water Safety
- Cross Country
- Sports Administration
- Short Course Options
- Health Topics (Includes a large variety of different topics across the semester)
- Fitness Testing
- Individual Sport Modules
- Minor Games
- Leisure Activities

FITNESS FOR GIRLS

Teacher Contact: Shaun Conkie

This course is aimed at girls only. This course will combine Sport for Girls and Fitness Fanatics in the one class with a 50% focus on developing personal fitness but in a female only environment with the other 50% being traditional PE. Students who select this course must have an interest in improving their own health and wellbeing and be motivated towards achieving these.

Some examples of topics covered in this course:

- Traditional sports
- Carnival preparation (Athletics, Swimming, Cross Country)
- Weight Programs
- Peer Mentoring
- Community Awareness Programs
- Coaching and Umpiring
- Gymnastics
- Goal-setting, measuring and evaluating fitness
- Training and participating in local and regional community events (Burnie Ten/Launceston Ten) with the ultimate aim of walking/running 5-10km at the end of the semester

- Experiencing a variety of different training methods and programs
- Developing personal fitness plans
- Improving technique
- Improving personal knowledge of various topics such as nutrition, training methods and ways to keep active.

OUTDOOR EDUCATION

Teacher Contact: Josh Salter

This course is aimed at all students who have a love of the outdoors. Students will gain a basic understanding of various outdoor activities that they may not otherwise get to experience. Although this course is primarily active, a small component of the course is theoretical, which is required in order to pass. The primary focus of the course is to develop team work, cooperation, communication, leadership qualities and thinking skills.

Some examples of topics covered in this course:

- | | |
|---|--------------------------|
| • Orienteering | • Survivor Unit |
| • Mountain Bike Riding | • Outdoor Survival |
| • Bushwalking | • Kayaking |
| • Craft | • Beach Activities |
| • Surfing | • Environmental Art |
| • Team and Cooperation Class Challenges | • Outdoor Education Camp |

Please Note:

Students are offered an end of Semester camp. The cost will depend on student numbers and activities. Students must provide all food eaten on these camps. Students are also reminded that a complete change of clothing for practical lessons is a compulsory requirement of this course to ensure adequate hygiene is maintained by all students. Students may also be expected to bring extra equipment, which may come at a small cost, but this will be kept to a minimum.

SPORT SCIENCE

Teacher Contact: Shaun Conkie

Sport Science is the application of scientific ideas to sporting activities. This is predominantly achieved through theoretical work but practical components are included when they directly relate to the topic being studied. As well as general interest, this subject is an excellent introduction to the pre-tertiary subject of Sport Science. Students can select Sport Science in Year 9 and/or Year 10 with two courses rotated over a 2 year period.

Course A:

- Skill acquisition, practice and feedback
- Energy systems
- Sport psychology, mental rehearsal, visualisation, motivation
- Assessing, monitoring and evaluating performance
- Current issues, general knowledge

Course B:

- Body systems: cardiovascular, respiratory, skeletal, articular and muscular
- Sports injuries
- Recovery and training
- Nutrition

CHILD'S PLAY

Teacher Contact: Stephanie Knowles

Leading on from You're Kidding, and sharing the same goals for personal growth, this course is for students who are interested in learning more about child development and effective parenting.

Topics explored will include the development of social and emotional wellbeing and intellectual capacity. In particular, students will gain an understanding of the importance of books and reading, what constitutes a "good" toy and the role of play and music in child development. Through practical activities students will gain skills in entertaining and educating toddlers and young children. Students will practise skills in empathy and nurturing and explore the role of discipline in creating a stable environment within which children can grow.

Students will explore the role of health and nutrition in reaching one's potential. Child safety and First Aid will also be covered.

In the community component of the course, students will have opportunities to observe and work with groups of younger children within local schools and childcare groups. They will research the availability of services within the community for children, families and parents of young children.

YOU'RE KIDDING

Teacher Contact: Stephanie Knowles

In a broad sense this course offers students opportunities to develop skills and knowledge that will empower them to take control of their lives in order to build positive and fulfilling futures.

With a focus on personal wellbeing, sexuality, pregnancy and childbirth, infant development and care, students will be given opportunities to define and evaluate their own values and beliefs, set personal goals, develop their sense of self-identity, learn and practise critical thinking skills and wise decision making.

Building self-confidence and resilience, developing responsibility for self and others, tolerance and respect are all important components of the course.

Central to the course is the experience of parenthood through the "Baby Think It Over" program. This is a simulated parenting program which requires the student to care for a 'virtual baby' for up to a week (depending on timetabling). It aims to provide teenagers with an insight into the social, emotional and physical demands involved in caring for an infant.

HISTORY / GEOGRAPHY

ECONOMICS AND BUSINESS

Teacher Contact: Liane Gordon

Students will learn about economic and business content through the investigation and analysis of contemporary issues, events, hands on simulations and/or case studies. These will cover different contexts such as personal, local, national, regional and global perspectives.

This subject will focus on topics including:

- The Australian Economy and its place in the broader global economy.
- Variations in economic performance and the role of governments.
- Businesses and how they use strategies to respond to changing economic conditions.
- Roles and responsibilities of participants in the workplace.
- The Australian Sharemarket (ASX) including playing the Sharemarket Game.

GEOGRAPHY

Teacher Contact: Kate Reynolds

This is a course on offer as part of the Australian Curriculum. Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. The study of geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students can choose to complete the Geography course for 6 months or as a full year. This course will rotate each year, therefore students can choose Geography in Year 9 and Year 10.

In this subject, examples of issues and topics include:

Food Security

How do we feed the world's 7 billion people? What is overpopulation? What impacts on our ability to grow and access healthy food?

Geographies of Interconnections

How is the world connected today? How has technology impacted on our lifestyle and the way we connect with other people?

Environmental Challenges

Issues including climate change, overfishing, forestry and endangered species for instance.

Global Well-Being

Issues including poverty, diseases and access to clean water.

LEGAL STUDIES

Teacher Contact: Kate Reynolds

Do the police have the right to stop you and ask for your name and address in the street? Could you end up in jail when you are still in high school? When do you have to vote? This subject aims to give students an understanding of the law in Tasmania in relation to young people. Students will gain an understanding of their various rights and responsibilities in relation to the law.

This subject will focus on topics including:

- Criminal Law in Australia
- What is a juvenile?
- Age of Criminal Responsibility in Australia
- What are your rights? What are the responsibilities?
- Sentencing and Punishment
- Laws in Tasmania
- Case Studies
- Taking Action
- Courts in Australia

MATHEMATICS

MATHEMATICS METHODS - FOUNDATION

Teacher Contact: Kurt Crawford

Mathematics Methods – Foundation is a level 2 senior secondary course that provides a pathway for the student to then study Mathematics Methods (pre-tertiary) in Year 11 providing the opportunity to then study Mathematics Specialised in Year 12. Some of the topics covered include the study of algebra, functions and their graphs, calculus and probability.

This course is for students that have identified a pathway that requires a strong mathematical background. This course is only for Grade 10 students and is in addition to a regular Grade 10 Mathematics program.

VOCATIONAL AND APPLIED LEARNING

APPLIED TECHNOLOGY

Teacher Contact: Rob Locket

Applied Technology allows students to continue developing their skills from Grade 8 and allows a combination of materials including wood, metal, plastics and glass to be used. During the course students will complete a number of tasks ranging from small furniture to technological challenges.

There will be many opportunities for students to incorporate personal design aspects to each project. Students will also be given opportunities to design and construct their own ideas.

CATERING

Contact Teacher: Claire Close

This predominately practical course is an introduction to a career in hospitality. Students who undertake this course will gain real life experiences in all aspects of catering and barista. Practical classes will be divided into preparing food for others and making food items to perfect skills (students to eat). Students will cater for a wide variety of events and have the opportunity to learn the skills required for successful food service in the hospitality industry. To complete the course, a Degustation Tour – a day of feasting and visiting various businesses in the food industry will take place.

Topics explored include:

- Safe Food Handling Practices
- Occupational Health and Safety Requirements
- Food Presentation - Garnishes and Decorations
- Food Preparation, Recipe Interpretation and Culinary Terms
- Knife Skills
- Careers in Hospitality
- Customer Service
- Food and Beverage Service
- Costing and Wastage

DESIGN GRAPHICS

Teacher Contact: Rob Locket

Design Graphics will facilitate students to understand how graphical techniques are used to show ideas and provide information. Students will learn basic graphic skills such as isometric and orthographic projections and architectural drawing, and then use them to create their own designs. Students will be encouraged to be imaginative and develop a personal style. There is a possibility of constructing models from designs created while in this subject.

DESIGNING WITH WOOD

Teacher Contact: Rob Locket

In Designing with Wood students will have the opportunity to construct a number of items using a range of timbers. Students will learn to design, problem-solve and develop the skills required to make interesting and useful objects. Initially the first project will be teacher directed to help develop useful skills, but then students will be given the opportunity to design and construct their own ideas.

FASHION AND TEXTILE DESIGN

Contact Teacher: Claire Close

This course will assist students to transform their fashion ideas into reality. Opportunities will be given for them to continue developing their skills in designing and working with textiles, fibres, and colour. Some knowledge of sewing machine operation would be an advantage at this level. They will be encouraged to use safe techniques and explore original ideas to design and produce things which are current and relevant.

Some of the areas explored by students may include:

- Elements and Principles of Design
- Trade Drawings and Fashion Illustrations
- Pattern Making
- Pattern Interpretation
- Fashion Designers' Characteristics
- Designer sewing techniques
- Garment construction techniques
- Textile Decorations

FESTIVE FOODS

Contact Teacher: Claire Close

In this course, students will have opportunities to prepare and present a wide variety of nutritious and delicious food items. They will become proficient in the use of specialised kitchen equipment and work safely and cooperatively in the kitchen environment. A continuing focus on the use of dietary food models will allow students to recognise the needs of people in relation to food and nutrition. This course has both kitchen and classroom-based learning components which provide opportunities for students to make decisions, solve problems and develop an awareness of various festive occasions.

Some of the areas explored may include:

- Personal Hygiene and Food Safety
- Festive Delights
- Multi-cultural cuisines
- Food Design and Presentation

FOOD DESIGN AND PRESENTATION

Contact Teacher: Claire Close

This course is designed to engage students by participating in activities that develop confidence and skills related to food preparation and presentation. They will use a variety of cooking methods, equipment and ingredients to achieve proficiency in food design and presentation. Students will produce a reflective portfolio containing photographic and written evidence of their learning experiences and culinary skills. Various contests will be conducted to develop problem-solving and time-management skills and could include the secret ingredient, family favourite or decorated cake challenge.

Some of the topics explored by students may include:

- Menu planning with a focus on current food trends and local produce
- Influences on food presentation including design, culture, region and season
- Contemporary Food Presentation Techniques
- Preparing ingredients in an appropriate manner
- Research, Analyse and Review Australia's award-winning foods, cooks/chefs, restaurants and menus

DIGITAL TECHNOLOGIES

Teacher Contact: Leigh Crawford

Digital Technologies provides students with practical opportunities to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Topics studied can include:

- Image Manipulations
- Advanced Web Design
- Programming
- Computer Systems and Networks
- Computer Security

METAL WORK

Teacher Contact: Robert Locket

Students will gain valuable skills producing a set project depending on their current skill level. Set projects will include skills such as Setting out and Marking, MIG welding, Lathe work and basic hand tool skills. Students will then have the opportunity to produce a more individualised project depending on time constraints and ability.

STEM

Teacher Contact: Rob Locket or Simon Voorwinde

FI in Schools, Robocup Junior, 4x4s in Schools, the Science and Engineering Challenge, Tasmanian Model Solar Challenge and Submarines in Schools are the world's largest STEM (Science, Technology, Engineering, and Mathematics) related programs that encourage students to develop advanced problem solving skills. These are some of the contexts students can choose to focus on in this course which addresses interests as diverse as computer coding, graphic design, CAD and CAM, rapid prototyping, mechanical engineering, public relations and communications, collaboration and teamwork, financial management and fluid dynamics. There is an optional, but not compulsory, competition aspect to this course with opportunities to compete at regional, state, national and even international levels.