



MISSION STATEMENT

Grace Lutheran College is by the grace of God a Christian community.
It aims to continue the preparation of young people for a life of faith and service,
so that God will be glorified in the world.

THE GRACE WAY

GRIT.

GRIT MEANS PERSEVERANCE WITH ALL TASKS FROM THE MUNDANE TO THE VERY DIFFICULT. WHEN WE PRACTISE GRIT WE ATTEMPT NEW CHALLENGES AND COMPLETE ALL TASKS TO THE HIGHEST POSSIBLE STANDARD.

Romans 5:3-5

We can rejoice, too, when we run into problems and trials, for we know that they help us develop endurance. And endurance develops strength of character, and character strengthens our confident hope of salvation. And this hope will not lead to disappointment. For we know how dearly God loves us, because he has given us the Holy Spirit to fill our hearts with his love.

GROWTH.

GROWTH MEANS HAVING A GROWTH MINDSET, A PASSION FOR LEARNING AND IMPROVING ONESELF. WHEN WE PRACTISE A GROWTH MINDSET WE CONFIDENTLY TRY TO IMPROVE, AND TACKLE NEW CHALLENGES.

Proverbs 9:9

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning.

GRACE.

GRACE MEANS UNDESERVED GENEROSITY, FIRST RECEIVED FROM GOD, THEN FREELY GIVEN TO OTHERS. WHEN WE PRACTISE GRACE WE HONOUR AND ACCEPT OTHERS.

Ephesians 2:8-9

God saved you by his grace when you believed. And you can't take credit for this; it is a gift from God. Salvation is not a reward for the good things we have done, so none of us can boast about it.

A GRACE STUDENT

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| <ul style="list-style-type: none">• Takes on opportunities with an open mind and tries in all aspects, even if the work is challenging• Is always prepared, on time and with the necessary equipment• Moves forward to overcome disappointment or hardship• Says words that help build others up and become stronger | <ul style="list-style-type: none">• Takes responsibility for their learning• Is attentive and focused on learning• Is becoming a better version of themselves• Is always striving to push themselves past their perceived limits in all aspects of life; academic, mental, physical, emotional and spiritual• Embraces new challenges with a growth mindset | <ul style="list-style-type: none">• Displays servant leadership by putting others first, helping without being asked and looking for ways to support others• Is respectful of themselves and others• Is courteous and respectful in response to directions• Is compassionate and forgiving• Appreciates the differences in each individual• Is humble in victory and gracious in defeat |
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YEAR 9 CURRICULUM GUIDE

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A **core subject** is a subject which is studied by all students in the cohort.

An **elective subject** is a subject where a student can choose to select the subject.

Information supplied in this Curriculum Guide may be subject to change dependent on staffing, resources or student interests/needs.



INTRODUCTION TO CURRICULUM GUIDE

In this booklet, we are pleased to provide you with an outline of the Year 9 curriculum at Grace Lutheran College's Caboolture Campus in 2021, including the core and elective subjects offered at each level. From 2013, Grace has been fully implementing the Australian Curriculum (ACARA).

The principles we have used to construct our curriculum at Caboolture are as follows:

- **The Basics:** Grace provides a strong foundation in the general capabilities outlined in ACARA: Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical Behaviour and Intercultural Understanding. These are developed through specific subjects (e.g. English and Mathematics) and across curriculum areas. In line with ACARA, Grace mandates the study of the Arts and Technology to Year 8 and History and Science to Year 10.
- **Balance:** A Grace education means an education for the whole person – spiritual, academic, physical, social-emotional, technological and cultural. Mandatory aspects of the curriculum therefore include Christian Studies, Chapel, Pastoral Care, Sport, Work Experience and Outdoor Education (including the four-week Googa program in Year 10). Students are also encouraged to participate in the wide range of co-curricular opportunities.
- **Choice and Differentiation:** Grace seeks to cater for all members of a family: boys and girls, students who learn at varying rates and those with diverse interests. Grace offers learning support and academic extension offerings and we allow three elective choices for students in Year 8, 9 and Year 10 and four in Years 11-12. This is very popular with students. In the Senior School, we offer all prerequisite subjects for University and Vocational Education and Training options.
- **Two-Campus, One School Policy:** Grace Heads of Department and Curriculum work across the College, ensuring work programs, standards and assessment are consistent at both campuses. The Rothwell Campus offers subjects on site in all Key Learning Areas from Years 7-12.

With this curriculum in place we hope that all Grace students will learn the Grace Way; understanding that God inspires us to honour and accept others (*Grace*), while passionately embracing new learning (*Growth*) and persevering when learning is challenging (*Grit*). We trust Grace students will leave us having developed the skills and attitudes to live a life of faith and service so that God will be glorified in the world.

Yours in Christ

David Radke
Principal

THE YEAR 9 CURRICULUM AT GRACE 2021

At Grace, we are committed to encouraging students to develop their God given gifts and talents. Within the Year 9 curriculum, this approach is shaped by the **Core and Elective curriculum design**. This allows students to engage in fundamental learning experiences in their core subjects and then broaden their learning experiences through the 3 electives student have selected.

As students transition through the Middle School into Senior School, a student's subject preferences will become more evident. **Subject selection in Year 9 encourages students to maintain a breadth of learning with students selecting their 3 electives for the whole year.**

It is suggested that subjects be chosen based on the following:

Subjects which the student enjoys and is engaged in	Subjects in which the student has experienced some success in studying	Subjects which provide an appropriate challenge	Subjects which help meet the student's career aspirations, or will keep his/her options open	Subjects which develop skills, knowledge and attitudes useful throughout life
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Staffing and/or resource constraints oblige the College to remove subjects which are not sufficiently supported by student subject selection. All students impacted will be asked to reselect from the subjects available.

Learning Support – Independent Learning (*By Invitation only*)

Independent Learning will be offered to students that meet the criteria as determined by the Learning Support department. This support program will be in lieu of an elective. Please contact Learning Support if you have any questions.

Academic Enrichment (*By Application only*)

Students who are identified as gifted and talented are offered the opportunity to apply for the Ignite Excellence programs. These programs present further rigour and challenge for students. Ignite Excellence programs are outlined in this curriculum guide. Please contact the Academic Enrichment Coordinator if you have any questions.

Vocational Education Pathways

Vocational education programs and school-based apprenticeships typically commence in Year 10 and students will need to consult with the Head of Vocational Education & Training prior to undertaking these courses.

Subject Changes

At times students may feel it is necessary to change their elective subjects for various reasons.

Students who want to change electives will need their parent/guardian to complete the Request to Alter a Subject form accessible on Parent Lounge (clicking School Links then General Links). Students cannot start attending the new elective subject until they have received an updated timetable (either paper or on eGrace). The deadline for subject changes is the end of the first week of each term, any requests received after this time will be held until the following term.

DATE CLAIMERS:

Subject Information via the Grace College website will go live on Tuesday 14 July 2020

Online Subject Survey opens – Wednesday 15 July 2020

Subject Selection Survey Closes Wednesday 22 July 2020

Points of Contact

Students will have experienced various subjects already however; it is important to find out as much as possible about the subjects offered. After reading this Curriculum Guide, if you or your child has questions about subjects or would like some more information, the table below will guide you to the best point of contact.

Department & Subject	Contact Person	Location
Business & Languages – Business, Legal Studies & Japanese	Ms Atwell	CAVE
Creative and Performing Arts – Dance, Drama, Music, Film, TV & New Media, Visual Art	Miss Seymour	Main staffroom
English & Social Science – English & Social Science	Mrs Green	Main staffroom
Physical Education – Core and Physical Education	Mrs Brady	PE staffroom
Mathematics – Mathematics and Ignite Mathematics	Mr Juanais	Rothwell Campus
Religion and Ethics – Christian Studies	Miss Aloquin	Rothwell Campus
Science – Science	Mrs Heinze	Rothwell Campus
Technologies – Design, Food & Fashion and Industrial Technology Skills	Mrs Ledden	Main staffroom

Other points of contact which may be helpful include:

Teacher	Role	Location
Ms Atwell	Head of Teaching & Learning and Career Guidance	CAVE
Ms Weatherill	Learning Support Coordinator	Student Services
Ms Mehanna	Academic Enrichment	Y01 Staffroom
Mrs Barnes	Vocational Education & Training (VET)	Student Services and CAVE

Christian Studies aims to investigate ideas which are central to understanding identity as well as living in and contributing to community. The subject is based on the Christian Studies Curriculum Framework which is used in Lutheran schools across Australia.

Students learn to work collaboratively, engage in open dialogue and explore their own positions in relation to ideas about God, people, self and the world. Aiming to be relevant and challenging, Christian Studies uses as a central learning model the inquiry approach as well as valuing other approaches for example, Service Learning.

There is one assessment piece for each unit of work. Assessment pieces are varied – written, spoken and creative tasks and incorporate varied conditions such as individual and group situations; teacher supervision of class work; independent assignment work.

Students are assessed on Knowledge and Understanding, Processing Skills (research, analysis and application), Written and Spoken Communication Skills.

SUBJECT OUTLINE

Unit 1	God's World: Our World Service-Learning Project	If God made and sustains the world, why is the environment and our relationships in such a mess? How are our beliefs reflected in our actions? What responsibility do people have to look after the world? Why should people live sustainably?
Unit 2	Relationships	What is love? What is a good/healthy relationship? How and why do people make decisions about relationships and sexuality?

SENIOR SCHOOL PATHWAYS

Year 10	Year 11	Year 12
Religion and Ethics	Religion and Ethics	Religion and Ethics

The English course in Years 8 and 9 aims to address the requirements of the Australian Curriculum. It is hoped for example that students:

- develop understanding and appreciation of how English is used appropriately and efficiently;
- develop the ability to use language to talk about language by developing a metalanguage;
- develop an understanding of how language is used selectively;
- become proficient writers, readers and speakers;
- develop a life-long love of reading and writing;
- develop confidence in the use of a range of appropriate language systems;
- develop a growing appreciation of different cultures as represented in a range of texts.

SUBJECT OUTLINE

Unit 1	The Secret Life of Others	an analytical essay based on a novel an imaginative response to the novel
Unit 2	In Steps a Raven	Gothic Poetry - an oral analytical comparison of two poems
Unit 3	Moral Marketing	oral presentation - persuasive sales pitch for a product
Unit 4	Constructing the Hero in Film	an analytical essay based on the film studied

SENIOR SCHOOL PATHWAYS

Year 10	Year 11	Year 12
Essential English	Essential English	Essential English
Literature	Literature	Literature
English	English	English
		English Extension

The coursework in Year 9 History, ensures that students address the requirements of the Australian Curriculum. The aims of the course in Year 9 include:

- developing a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world;
- developing an interest in, and enjoyment of the study of History and Geography, including a capacity and willingness to be informed and active citizens;
- gaining a knowledge, understanding and appreciation of the past and the global issues and forces that shape societies;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability;
- possessing the capacity to undertake a framed inquiry, including skills in the analysis and use of sources, and in explanation and communication.

SUBJECT OUTLINE

The topics studied may include:

- The Industrial Revolution
- World War 1
- World War 2
- Popular Culture in Australia

SENIOR SCHOOL PATHWAYS

Year 10	Year 11	Year 12
Modern History	Modern History	Modern History

Year 9 Mathematics continues to develop higher order thinking skills, rational argument and logic, and equips students with skills to apply in everyday real-life situations.

As specified by the Australian Curriculum, students study the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability.

It is important to recognise that for many students; Mathematics is the most difficult and challenging subject. Mathematics is a traditional learning discipline which requires regular practise and revision.

SUBJECT OUTLINE – CORE MATHEMATICS

Term 1	<ul style="list-style-type: none"> • Indices and Scientific Notation • Financial Mathematics – Simple Interest • Fundamentals of Algebra
Term 2	<ul style="list-style-type: none"> • Rates and Ratios • Geometry • Trigonometry
Term 3	<ul style="list-style-type: none"> • Measurement – Area, Volume and Surface Area • Linear Algebra
Term 4	<ul style="list-style-type: none"> • Probability • Statistics

SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Essential Mathematics	Essential Mathematics	Essential Mathematics
General Mathematics	General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods	Mathematical Methods
Specialist Mathematics	Specialist Mathematics	Specialist Mathematics

Students who started each of these Mathematics pathways in Year 8 will continue these into Year 9.

Pathway 1	Pathway 2
A differentiated Mathematics curriculum within Core Mathematics	Students commence Year 10 Mathematical Methods while in Year 9 and continue to complete their Senior Mathematical Methods Program a year early

SUBJECT OUTLINE – IGNITE EXCELLENCE: MATHEMATICS PATHWAY 2

The course includes the following topics which will be studied throughout the year	
Number and Algebra	Indices, scientific notation, surds, irrational numbers, financial transactions; equations, manipulation of algebraic expressions, graphs, quadratic and nonlinear functions, distributive law, factorisation, function notation, simultaneous equations
Measurement and Geometry	Length, area, surface area and volume, nets, capacity, trigonometric ratios and their applications; 2d & 3d shapes, properties of plane figures, distance and mid-point formulae, similarity and congruence, latitude and longitude
Statistics and Probability	Samples, surveys, displaying data, experimental and theoretical probability

SUBJECT OUTLINE – IGNITE EXCELLENCE: MATHEMATICS PATHWAY 1

The course includes the following topics which will be studied throughout the year
<ul style="list-style-type: none"> • Financial Mathematics – simple interest • Algebra – Index Laws, direct proportion • Linear and Non-Linear Relationships – distances and sketching / graphing functions • Measurement – surface area and volume of prisms • Statistics and Probability – Data displays and their meaning

Physical Education (core) in the Middle School focuses on a range of important health and physical concepts. Students will engage in a range of units that emphasise fundamental movement skills, tactical and team skills as well as health literacy skills.

The content areas covered aim to:

- Develop and rehearse a range of first aid and CPR skills to manage risk for health, safety and wellbeing of their self and others
- Critically analyse and apply health information
- Plan strategies to manage health and safety
- Develop health literacy through examining health information and communicating health concerns
- Develop a range of movement concepts and strategies
- Examine the elements of movement, space, time and objects to enhance movement sequences
- Develop a range of team and tactical strategies
- Examine and implement fair, safe and inclusive play

SUBJECT OUTLINE

Term 1	Korfball, Floor Hockey and Athletics
Term 2	
Term 3	Touch, softball and First Aid
Term 4	

SENIOR SCHOOL PATHWAYS

Year 10	Year 11	Year 12
Physical Education	Physical Education	Physical Education

Science is a compulsory subject until the completion of Year 10. The course provides the essential preparation for the senior subjects of Biology, Chemistry and Physics, as well as developing an extensive range of the Common Curriculum Elements (CCEs) which are considered the basic skills required to operate in modern society.

The course combines theory and practical work and aims to:

- develop an interest in and enjoyment of the world around us;
- open up an understanding of the patterns and processes found in creation;
- develop analytical thinking in the context of the scientific method and associated problem-solving techniques;
- provide a wide range of practical experiences, and develop laboratory and group skills;
- develop the ability to work independently and as a member of a team;
- demonstrate the significance of Science to students' future intentions.

The specific content areas cover four branches of Science: Biology, Chemistry, Earth Science and Physics according to the Australian Curriculum. Opportunities are taken to integrate knowledge and the skills developed, with other subject areas.

SUBJECT OUTLINE

The topics studied may include:

- Biology – Nervous and Endocrine System
- Chemistry – Reactions Types
- Earth Science – The Earth and Beyond
- Physics – Heat Transfer and Light

SENIOR SCHOOL PATHWAYS

Year 10	Year 11	Year 12
Natural Science	Biology	Biology
	Psychology	Psychology
Physical Science	Chemistry	Chemistry
	Physics	Physics

Business & Legal teaches the lifelong knowledge and skills that all students need to assist them in making positive and informed choices into their future. This knowledge and skills can be applied to:

- Personal lives (eg. being an informed citizen and consumer, budgeting, financial literacy, aware of their legal rights etc.)
- Working in a business (eg. an awareness of how businesses operate, skills to productively and effectively work in a business)
- Aspiring managers and small business owners (eg. an understanding of what is involved to establish and run a small business or be an owner within an established business)
- Understanding the Australia legal system (eg. who creates laws, why we have laws, consequences of breaking them)?

Business & Legal provides students with a foundational knowledge of the business world, which could be useful in any future career as an employee or a manager. This subject is based in both a computer room environment as well as a classroom environment. This subject has embedded technology skills in the way students present their assessment.

SUBJECT OUTLINE

Term 1	Financial Literacy	Focuses on the accounting process which involves recording, interpreting and communicating financial information through the use of tools such as journals, ledgers and reports. Students will learn and create financial documents which will assist business and their everyday lives. For example, paying bills, submitting tax returns, understanding bank statements, choosing a loan for a house or car, or budgeting for future purchases.
Term 1	Business Venture	Focuses on students running small business ventures for the First Lego League. Students will apply the knowledge, practices and dispositions needed for a successful enterprise and venture. They will use understandings of enterprise to propose solutions to business, economic, political or legal issues to produce positive outcomes. As a part of service learning, students will research a non-profit organisation to donate profits to.
Term 3	A Business Snapshot (Australia Zoo)	Students will visit Australia Zoo to determine the feasibility of adding a new exhibit to the business model. They will need to consider the functions of business to determine the overall feasibility and profitability of the new exhibit.
Term 4	Introduction to Law	Students explore the law in a range of contexts including consumer and workplace law. Students prepare a podcast for teenagers, presenting information on a relevant legal issue.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Business/Legal	Business	Business
	Legal Studies	Legal Studies

DANCE

Elective

Middle School Dance is a course that is designed for students to use movement and gesture to capture and convey ideas, images and feelings. They explore the notion of dance in its social, ritual and artistic forms through sampling a variety of dance contexts, styles and genres.

The focus is on using the human body as a means of expression and communication. It is a very practical course (about 70%), as students strive to develop as performers and choreographers. Students in this course must be prepared to participate in dance activities and be willing to stretch their minds and bodies, though there is no expectation that students will need to have had any prior dance training or experience.

Throughout the course students, develop as creative, complex thinkers, effective communicators and reflective independent learners to participants. The skills learnt in Dance not only contribute to careers within the Performing Arts, but to many others, such as Costume Designer, Physiotherapist, Journalist and Teacher. These are a few of the many career areas that relate to a Study of Dance.

SUBJECT OUTLINE

The units of work studied throughout the year depend upon student interests and resources available. Topics may include:

- World Dance: cultural traditions and dance styles from around the world including China, India, Greece, Mexico, Russia and Spain
- Musical Theatre: Jazz, Tap and Cabaret dance styles.
Choreographing a routine to communicate a story through the use of props and characterisation.
- Pedestrian Crossing: Contemporary and post-modern dance techniques with a focus on influential choreographers of the 20th Century.
- Understanding Intent: dance analysis skills
- Dance in Worship: Symbolism and the narrative through Lyrical movement.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Dance	Dance	Dance

DESIGN	Elective
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Students selecting Design will develop the practical and theoretical skills required to work creatively in a wide range of product design and development areas. The program explores design fundamentals with a view to creating product designers for the future. Students will develop higher order thinking skills and learn a variety of design presentation and communication techniques.

Students choosing to study Design will learn how to design products and services that could one day be used by people to enhance and improve their daily life. Design is a critical part of solving some of the major issues facing our planet in the 21st century through innovative and visionary thinking:

- Learn how to create innovative, attractive, sustainable and user-friendly products and systems;
- Learn the technical aspects of design, design development, CAD (Computer-Aided Design) technology, ergonomics and aesthetics.

SUBJECT OUTLINE

Course content includes	<ul style="list-style-type: none"> • Design principles • Sketching (hand and digital) • Graphical Design • Prototyping ideas • Evaluation and refinements of design ideas.
Subject comprises	<ul style="list-style-type: none"> • Designing products based on design challenges • Modelling and prototyping • Sketching and CAD Drawing • Use of 3D printers, laser cutters, CNC machines and sticker cutters.

Students who are considering taking the senior subjects of Design are encouraged to take Design in the foundation years to ensure quality grounding is established. If you are thinking of careers such as a draftsman, engineer, graphical designer or a tradesperson in the future, you should consider taking Design as a subject now at school. Future educational opportunities are available in design in senior years as well as post school at university or directly in the workforce.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Practical Technology/Design	Design	Design

Digital and Engineering Technologies provides students with the knowledge, skills, processes and understanding of emerging digital technology information across a range of programs.

Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. Students have the opportunity to create a range of digital solutions, such as interactive web applications, programmable multimedia assets, and simulations of relationships between objects in the real world. In addition, students have the opportunity to use critical thinking to design engineering systems as well as practical engineering solutions to problems.

SUBJECT OUTLINE

Content may include:

- Website Design
- Video Production and Editing
- Programming and Game Making
- EV3 Lego Robotics
- Animation Design
- Coding Programs and Games
- Advanced Microsoft applications
- Augmented Reality (AR)
- App Design
- Adobe Package (Selected Programs)
- Rube Goldberg machines
- Engineering systems design
- Prototyping.

Learning experiences may include:

- Practical (Technology) based learning activities
- Technology involvement embedded throughout the course
- Project based learning activities
- Problem solving
- Plan, design and implement solutions to a problem
- Evaluate information systems and solutions
- Higher order thinking to critically investigate, analyse and evaluate
- Enrichment excursion to the LEGO Education Centre
- First LEGO League (FLL) Robotics Competition
- Groupwork skills

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Specialist Mathematics	Specialist Mathematics	Specialist Mathematics
Physical Science	Physics	Physics

This highly practical course focuses on understanding and making meaning in both the real and dramatic worlds by developing skills of communication, emotional intelligence, teamwork, initiative, quick thinking and confidence.

Drama can move, affirm and challenge participants and audiences to transform themselves and their world. Drama is a course which provides opportunities to a large number of students with a wide variety of career ambitions. The ability to speak and act confidently is a universally useful skill. Collaboration, communication, creativity and critical reflection are all highly relevant 21st century workplace requirements gained in study of this subject.

SUBJECT OUTLINE

The units of work studied throughout the year depend upon student interests and resources available. Topics may include:

- Power play: Students experiment with the components of Physical Theatre to create dynamic and meaningful movement pieces, whilst honing and extending their energy, focus, control and ensemble awareness.
- Play for Real: students develop a personal directorial vision and pitch their idea for transforming a text. These are incorporated into a class production. Realism and the art of acting are at the heart of this performance unit, which also incorporates stagecraft and ensemble skills.
- Extended play: students fine-tune their grasp of dramatic elements, improvisation, structure, teamwork, story, character and world building. Beginning with short improvised responses to stimulus, by the end of the unit students are immersed in creating multi-lesson alternate realities with life and death consequences. Continually noted as a highlight of the course, the unit is perfect for future creators of Netflix narratives.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Drama	Drama	Drama

This subject provides students with the opportunity to develop both 21st century and life skills in both Food and Textiles.

It is a good, but not essential, basis for the study of subjects in the Senior School and provides valuable preparation for students wanting to pursue a career in either the Food, Textile or Design industries.

SUBJECT OUTLINE

Topics covered	<p>From Seed to Table - Nutrition of plant foods; food sustainability</p> <p>Focus on Hospitality - Introduction to serving guests and food presentation; the science behind baking</p> <p>Flavour Sensation – Innovation and development of new products and flavor forecasts.</p> <p>When East Meets West - Indigenous and Asian inspired textiles; traditional and contemporary techniques</p> <p>Fashion for the Sun - Sewing with stretch fabrics; sun safe clothing.</p> <p>Food Trends – What’s Trending Now - Food trends influence food selection, food service and food presentation. Students explore historical and current food trends and investigate factors that influence their appeal and acceptability. Students have opportunities to plan, prepare and present safe, appealing food that reflects contemporary food trends.</p>
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ASSESSMENT

Students will complete a series of both theoretical and practical assessment, which includes journals; practical work; research tasks and tests.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Food and Fashion	Food and Nutrition	Food and Nutrition
Practical Hospitality	Practical Hospitality	Practical Hospitality

Health and Physical Education involves students in:

- Learning about and practicing ways of maintaining healthy lifestyles
- Learning the prerequisite skills of and participating in skilful physical activities
- Learning how to improve performances in physical activities, sport and exercise
- Examining the health of Australian's and the choices that can influence health.

The course is 50% practical and 50% theoretical as per Australian Curriculum guidelines. Practical assessment involves ongoing observation of physical performance across the term. Theoretical assessment takes the form of exams, essays, research reports and multi-modal presentations.

SUBJECT OUTLINE

	Theoretical	Practical
Term 1	Cardiovascular disease, nutrition and physical activity	Sofcrosse
Term 2		Volleyball
Term 3	Fitness	Netball
Term 4	Principles of training	Ultimate Frisbee

ASSESSMENT

Practical assessment involves ongoing observation of physical performance across the term. Theoretical assessment takes the form of exams, essays, research reports and multi-modal presentations.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Physical Education	Physical Education	Physical Education

Any Year 8 student new to the College is welcome to enrol in Japanese, but from Year 9, it is usually a prerequisite that the student has previously studied the language.

The fundamental aim of Language study is communication. This is achieved through equal practice of the four macro skills of Listening, Speaking, Reading and Writing. The Languages courses will develop in students an awareness and understanding of the way of life of not only Japanese speaking communities, but also of other ethnic communities within Australia and overseas.

The Japanese language course is designed for second language learners, and will develop in students an awareness and understanding of the way of life of not only Japanese-speaking communities, but also of other ethnic communities within Australia and overseas.

Students must recognise the need for consistent, regular application to their studies. A student should expect to devote a minimum of 20 minutes per night to study for four nights per week.

Grace Lutheran College offers students of Japanese many cultural contact experiences both in-country and in our own school or local area.

SUBJECT OUTLINE

The following general themes and topics will be studied in Year 9 Japanese. Where a topic has been encountered previously, it will be dealt with in increasing depth and complexity in Year 9.	
Term 1	Days; Dates; Events; Script Focus;
Term 2	Hobbies/Pastimes; Going Places; Weekend Activities; Script Work
Term 3	Food; Restaurants; Shops, Money, Script Work
Term 4	Directions; Prepositions; Script Work

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Japanese	Japanese	Japanese
Prerequisite Subject – Students must study Japanese in Middle School to study it in Senior School.		

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

SUBJECT OUTLINE

Year 9 Overview	<p>In Year 9 Media, students look at the film industry, specifically looking at film genres, marketing, trailers and analysing and deconstructing generic conventions.</p> <p>Students also study the evolution of the video games industry as the most profitable form of media entertainment. They will also learn coding to design their own original video game.</p>
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SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Film, TV and New Media	Film, TV and New Media	Film, TV and New Media

MUSIC

IGNITE EXCELLENCE: MUSIC (GAME ON!)

(via application only)

Elective

The Year 9 Music course approaches the development of skills in performing, composing and musicology through the study of music of various styles. It is a rewarding and active course involving listening to, writing and playing music.

Students from a contemporary or classical music background are catered for. Likewise, the course is suitable for both vocalists and instrumentalists.

The integrated nature of the course allows the theoretical content to emerge from the activities. Computer software and iPad apps are used to develop composition and aural skills. Involvement in College music ensembles and/or vocal or instrumental lessons would enhance study of this subject but is not compulsory.

SUBJECT OUTLINE

The units of work studied throughout the year depend upon student interests and resources available. Topics may include:

- World Music
- Pioneers of Rock
- The Musical
- Song Writing
- Classic Hits
- Performance
- Video Game Music

The Year 8 and 9 Music course links with the Senior Music and Music Extension authority subjects.

Students enrolled in the GAME ON! Music programme are required to choose Music (Game On!) as one of their elective subjects in Year 8 and 9. Students who have not been enrolled in Game On! in Year 7 can apply to join Game On! for Years 8 and 9. Please contact the Caboolture Arts Assistant or Mr Nathan Poetschka in the Performing Arts department to express your interest.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Music	Music	Music
		Music Extension
Certificate Pathway - Music Industry	Certificate Pathway - Music Industry	Certificate Pathway - Music Industry

PRACTICAL TECHNOLOGY SKILLS	Elective
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If you are motivated, interested in working with your hands, love to build things, use tools and if you are excited to make interesting projects using varied technologies and machines then Practical Technology Skills is the subject for you.

This subject combines the basic traditional knowledge of hand tools and techniques with the current new technologies, tools and equipment from latest manufacturing industries. Our purpose design-built workshops have the latest modern technologies, tools and machines ready for students to use in developing individual projects using varying materials and hardware. Students will not only build exciting projects from the ground up, they will design elements to incorporate and customize their own projects.

SUBJECT INCLUDES

- On Guard Safety units
- Design, Make and Appraisal of Projects
- Completion of Folios of work
- Use of industry standard tools and machines

SUBJECT OUTLINE

Semester 1	Hydraulics/Pneumatics: Hydraulic Arm
	Design & Metal/Wood Technology: Sheet Metal Carry-all
Semester 2	Levers & Movement/Wood Technology: Trebuchet/Chopping Board
	Aerodynamics & Movement: CO2 Dragsters

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Practical Technology/Design	Industrial Technology Skills	Industrial Technology Skills
	Engineering Certificate Pathway (TSC)	Engineering Certificate Pathway (TSC)
	Construction & Furnishing Certificate Pathway (TSC)	Construction & Furnishing Certificate Pathway (TSC)

VISUAL ART

Elective

The Visual Art course is built around two strands, Making and Responding. Together the strands focus on a holistic approach to both creating art works and appreciating the history and culture of the Visual Arts. This subject also has a strong focus on the 21st Century skills of creative and critical thinking.

Students will develop knowledge, practical understanding and skills as artists and designers by making Visual Art works. They will also study a wide variety of cultural histories and contemporary perspectives in the Visual Arts. Students will engage in a number of art making activities that will utilise a wide variety of media, materials and technologies.

The Visual Diary Guide (book-listed item) is utilised to develop student's creative thinking and technical skill.

SUBJECT OUTLINE

Students will explore, investigate, experiment and communicate their ideas by *making* and *responding* to a variety of art works from various perspectives in a selection of the following areas:

- **2D:** Drawing, Painting, Printmaking, Mixed Media, Photography, Collage
- **3D:** Ceramics, Sculpture
- **4D:** Digital and Electronic Imaging

Students also regularly experience Visual Art in a gallery setting, through excursions to the Caboolture Regional Gallery, and the Gallery of Modern Art in Brisbane City. Media specific specialists and practising Visual Artists are recurrently engaged by the College to provide real world links and specialist materials teaching.

ASSESSMENT

Making tasks are undertaken in class time and will be assessed at the end of each term along with the supporting Visual Diary. *Responding* tasks are embedded into the *making* areas forming the research and inspiration for the practical tasks. *Responding* tasks are also scaffolded to learn the skills for analysis of Visual Language.

SENIOR SCHOOL SUBJECT PATHWAYS

Year 10	Year 11	Year 12
Visual Art	Visual Art (General)	Visual Art (General)
	Visual Arts in Practice	Visual Arts in Practice

