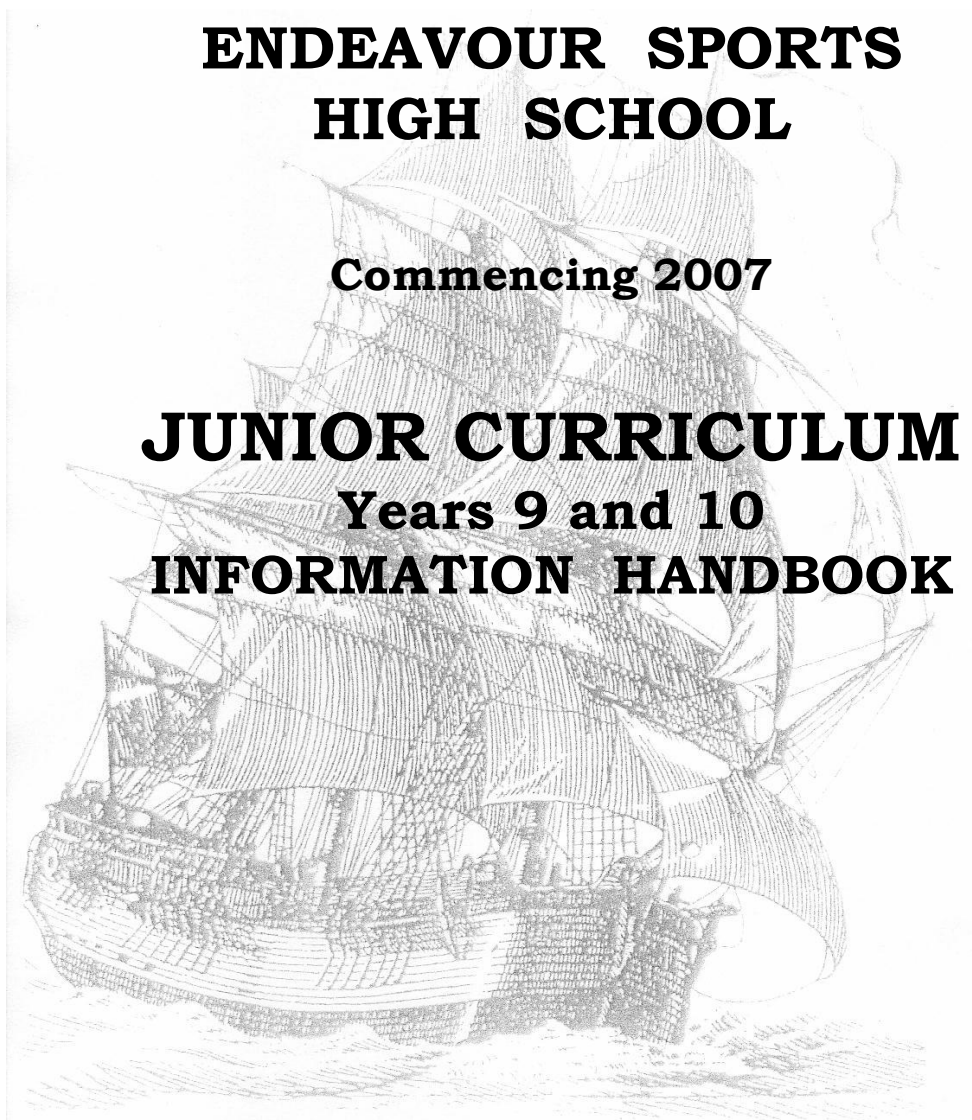




ENDEAVOUR SPORTS HIGH SCHOOL

Commencing 2007

JUNIOR CURRICULUM Years 9 and 10 INFORMATION HANDBOOK



**Issued to Year 8 Students
August 2006**

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Deputy Principals

MISSION STATEMENT

Endeavour Sports High School is a comprehensive, coeducational High School that is dedicated to academic, cultural and sporting excellence.

It provides a caring, disciplined and well-resourced environment where students are encouraged to achieve their potential through quality teaching and learning programs.

LONG TERM GOALS

1. Provide a broad and dynamic curriculum that is appropriate to the needs and expectations of the school community.
2. Develop independent, motivated, self-disciplined students who strive for excellence.
3. Foster a cohesive, safe and friendly learning environment.
4. Provide specific opportunities, programs and support for talented sports students.
5. Promote excellence in educational practice in a professional and collegial environment.
6. Utilise the expertise and experience of parents and the wider community.

GENERAL INFORMATION FOR YEARS 9 & 10

Every student in Years 9 and 10 must study English, Mathematics, Science, History, Geography, Personal Development, Health and Physical Education, three elective subjects and Sport.

Elective subjects

When choosing elective subjects it is important that students consult with their parents and with teachers from each subject department. While every effort will be made to provide the subject each student elects, it must be understood that staffing limitations may provide some restrictions.

Some subjects command a fee that covers the cost of items that will become the property of students.

Elective courses run for both years 9 and 10 and students are given until Week 6 of Term 1 2007 to change their elective should they be able to argue a convincing case for such a change to be made. Information in regard to this process may be obtained from Deputy Principals.

ORGANISATION OF CLASSES

The design of teaching programs is based on the belief that while there might be a common set of desired educational goals, children learn in a variety of ways and at different rates. Further, there is clear evidence that the rate at which children learn is not constant and a child who may struggle in one period of his or her schooling may accelerate past his or her peers in another.

To better cater for these individual differences, students are grouped in classes according to level of achievement. In English, students are streamed academically into an A, B or C stream (there may be more than one class in each stream). In Science, each class is graded and in Mathematics, three separate courses of varying degrees of difficulty are offered with classes graded in each course.

In 2007, students in Years 8, 9 and 10 will continue to have the opportunity to work towards placement in a Distinction class. A student gains placement in these classes once he or she reaches a particular level of academic performance.

Distinction classes are available in English, Mathematics and Science and are structured so as to reduce the student to teacher ratio thereby maximising learning opportunities for all students. Students in these classes are actively engaged in a challenging curriculum that promotes independent, life-long learning with an emphasis on higher order thinking skills.

ENGLISH

The aim of English is to promote student growth, competence and confidence in the uses of written and oral language for a variety of audiences and purposes. Students:

- engage with a wider and more challenging range of literary texts and everyday texts, including film, to reflect their maturing view of the world.
- respond to and compose texts using the communicative modes of talking, writing, listening, viewing and presenting.

MATHEMATICS

Mathematics is a compulsory subject for all students in Years 9 and 10. Students entering Year 9 are at various stages in the development of their mathematical knowledge, understanding and skills. Some students have a high degree of conceptual understanding, while other students still need to practise their basic numeracy skills in a variety of applications. The Year 7-10 syllabus provides the opportunity for students in Years 9 and 10 to study three pathways in Mathematics, namely Stage 5.1, Stage 5.2 and Stage 5.3. They provide wide range of Mathematical learning experiences allowing variations in Mathematical abstraction, depth of learning and practicality of Mathematical experiences.

SCIENCE

The aim of Science is to provide opportunities for students to develop the skills of working scientifically by encouraging them to think critically and creatively in problem-solving processes. At Endeavour, students work individually and in teams in planning and conducting investigations. Students learn to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions. They are called on to apply and communicate their findings and viewpoints in a scientifically literate way when making decisions about the environment, the natural and technological world.

Units of work are taught in context making them more relevant and meaningful to everyday life. This allows students to be better informed and empowers them to be better able to make important judgements and decisions in an ever changing technological world.

Science at Endeavour Sports High provides students with the opportunity to examine the impact on their lives of scientific knowledge and its application to their communities and surroundings. This provides opportunities for students to become independent learners and promotes the development of informed attitudes towards Science and the environment.

GEOGRAPHY

Geography is the study of the earth and its people. Geographers investigate natural and man-made features and environments and then explain why they are there and why they are like they are. In doing this, we aim to develop in students a more informed understanding of their local area, of Australia and of the world. Throughout the Junior Geography syllabus, a variety of skills are emphasised and used. Many of these skills are vital in everyday life and make Geography not only an interesting and informative subject but a very practical one as well.

GEOGRAPHY Continued

The Geography course in Years 9 and 10 is based on the following themes:

- Investigating Australia's Identity
- Changing Australian Environments
- Issues in Australian Environments
- Australia in its Regional and Global Context

Through the study of Geography, students will develop knowledge and understanding about:

- The natural and human characteristics of environments
- How culture and experiences influence people's perceptions of places and geographical issues
- The natural and human processes that form and transform the features and patterns of the earth's surface
- The characteristics and spatial distribution of environments on the earth's surface
- How people and communities modify, and are affected by, the natural environment
- How to apply geographical knowledge, understanding and skills necessary for active and informed citizenship.

HISTORY

Studies in History focus on a wide range of skills which students can use for the rest of their life i.e. research, analysis, interpreting and using evidence, developing their own theories and ideas, using information technology and effective communication. Students are encouraged to be dynamic, interested and actively involved in all aspects of historical work.

Students will learn about History by being historians, by identifying issues and relationships and finding possible solutions to problems by utilising and applying skills, which will constantly be added to and refined. By studying History, students will develop their own ideas, values and sense of heritage, as well as an application to where humanity is now, our origins, our diversity, our development, what we have achieved and what the future might offer. They will also study aspects of Civics and Citizenship from an historical perspective. A focus will be on Australia's history and its relationship with other nations.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

The PD/H/PE syllabus content is divided into four strands:

- self and relationships
- movement skill and performance
- individual and community health
- lifelong physical activity

Students also develop the skills of:

- communicating
- decision making
- interacting
- moving
- planning
- problem solving

SPORT

Endeavour Sports High School provides students with a wide variety of sporting experiences in competitive and non-competitive environments. This meets the compulsory requirements set down by the NSW Department of Education and Training. The sporting experiences offered include:

- A Targeted Sports Program (TSP)
- Intra and inter school sporting competitions during school sport
- Access to a variety of recreational activities
- Teams entered in NSW CHS competitions
- Access to a variety of sporting clubs

ELECTIVE SUBJECTS

APPLIED SPORT

This course is compulsory for all TSP students and will be offered in all sports.

In sports where there are insufficient numbers to create a full class, TSP sports will be grouped together.

The focus of the course is to provide students with the knowledge, skills and attitudes that enable them to enhance their performance in their chosen sport. The course has a practical component where students can focus on skill development and an increased understanding of movement skills

Many of the students in TSP who have aspirations and the potential to pursue sporting careers will find that this course will provide them with invaluable skills

The Applied Sport content is organised in modules covered over two years:

- body systems and energy for physical activity
- physical fitness
- fundamentals of movement skill development
- nutrition and physical activity
- participating with safety
- physical activity and sport for specific groups
- opportunities and pathways in physical activity and sport
- issues in physical activity and sport
- coaching
- enhancing performance – strategies and techniques
- technology, participation and performance.

COMMERCE

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

The course has several areas of study:

Year 9: Core	1. Consumer Choice	40 indicative
	2. Personal Finance	hours
Year 10: Core	1. Law and Society	40 indicative
	2. Employment Issues	hours

OMMERCE Continued

The Core topics are supplemented by a number of OPTIONS that can be studied in any order or pattern. The options include:

- | | | |
|--------------------------|-----------------------------|-----------------------------|
| 1. Investing | 6. Political Involvement | 11. Running a Business |
| 2. Promoting and Selling | 7. Travel | 12. School-developed Option |
| 3. E-commerce | 8. Law in Action | |
| 4. Global Links | 9. Our Economy | |
| 5. Towards Independence | 10. Community Participation | |

Note: Each option is studied for 15-25 indicative hours each.

Students undertaking a 200 hour course (Years 9 and 10) will study the Year 9 Core and the Year 10 Core and a minimum of five (5) options.

INFORMATION AND SOFTWARE TECHNOLOGY (COMPUTERS)

Information and Software Technology involves the development of knowledge and skills in the use of a range of computer software and hardware. Students will develop problem solving and critical thinking skills to complete creative solutions using various software packages.

Students will have extensive opportunities to complete student centred, practical activities designed to maximise their interaction with computers and the peripheral devices used in conjunction with computers.

DANCE

Dance is a subject that provides students with an opportunity to study dance as an art form. They will acquire and perform a variety of dance styles, learn the skills of choreography and study the theoretical side of dance as well as maintain and improve physical fitness.....all in a creative environment. It is structured to cater for all students of all abilities who simply have an interest in Dance.

The content is divided into 3 practices – Performance, Composition & Appreciation, all of which are taught in an integrated manner.

Year 9 Units

Dancing in Space
Healthy Practices
It's all about Time & NRG
Jazz ...Now and Then
All things Classical
Is that how I move!
The Lights of Broadway
Dance in the World of Technology

Year 10 Units

Arts as Stimulus
Lifting my Potential
Chapters of Modern Dance
Mastering the Motif
Dance as a Reflection of Society
Extending the Boundaries
Extending the Boundaries in Technology

DANCE Continued**Performance**

- Dance Performance refers to the application of dance technique and performance quality to a dance that communicates an idea. It employs a generic dance training described as ‘dance technique’ based on the fundamentals of classical ballet and modern dance techniques through which students acquire appropriate strength, flexibility, coordination, endurance and skill.
- Students develop an articulate body as they perform non-locomotor and locomotor combinations, sequences and choreographed dances of increasing complexity.
- They study and perform, individually and with others, in a variety of styles – Modern, Ballet, Hip-Hop, Jazz and Musical Theatre.
- Through safe dance practices students develop a working knowledge of the basic physiology of the human body as it relates to the dancer and the common causes, prevention and care of dance injury.

Composition

- The basis of Composition is learning the skills of choreography.
- Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition.
- Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

Appreciation

- In Appreciation, students study and analyse dance.
- Students observe and describe performances, compositions and dance works of art through the elements of dance, reinforcing the students’ understanding of their own dance performance and composition.
- In describing dance, students learn to deconstruct various components of a dance that contribute to the communication of ideas, including the body, and the spatial, temporal, dynamic and relationship features of a dance.
- Students analyse dance works, choreographers and companies within a social, cultural or historical context as a reflection of the society from which it has emerged.
- Students communicate their personal responses to dance effectively using appropriate dance terminology in oral, written and physical forms.

TEXTILES TECHNOLOGY

Textiles Technology will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work and training.

Project work will form the basis of units of work including practical and theory content also covering the documentation of student work.

The units of work are selected from the following Focus Areas:

Apparel
Furnishings
Costume
Textile Arts
Non-Apparel

and include the following areas of study:

- Design
- Properties and Performance of Textiles
- Textiles and Society

This is very much a ‘hands on’ practical course tailored to meet the needs of students and to develop their creative skills.

DRAMA

Drama is an excellent vehicle of personal growth that involves the total individual: the physical, the social and the emotional. In Drama, students:

- expand their vision, knowledge, imagination and feelings. They gain insights that deepen and extend their understanding of themselves and others.
- develop essential skills in communication, self-esteem, self-confidence, adaptability, leadership, negotiation, tolerance, problem solving, independent thinking and learning. These skills are highly valued in the workforce.
- engage in activities such as play building, improvisations, technical aspects of production, and the reading and writing of scripts in a safe environment.

FOOD TECHNOLOGY

This course is extremely relevant in today's society where we need to be making informed food decisions. Students need the latest information to develop sound food habits in areas such as functional food, the environmental impact of food production and genetic engineering of food.

Through practical food experiences, students will develop skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

The units of work are selected from the following Focus Areas:

Food in Australia

Food Equity

Food Product Development

Food Selection and Health

Food Service and Catering

Food for Special Needs

Food for Special Occasions

Food Trends

Core work includes:

- Food Preparation and Processing
- Nutrition and Food Consumption

This course can be used to assist in gaining employment in the food and/or hospitality industry.

GRAPHICS TECHNOLOGY (TECHNICAL DRAWING)

Graphics Technology offers the opportunity to develop knowledge, understanding and skills in numerous aspects of drawing including:

- The ability to visualise, sketch and accurately draw shapes and objects to communicate information to people of varying technical knowledge.
- Being able to interpret design and produce a variety of graphical presentations using a range of manual and computer based media and techniques.
- Understand and follow drawing standards and conventions as determined by the Australian Standards Association.

Graphics Technology will be a sound basis for studies in areas such as Architecture, Engineering, Trades, Interior Design, Graphic Illustration, Advertising or any Product Design.

LANGUAGES OTHER THAN ENGLISH

“Learning languages is learning to live together”

The Language Department will be offering French, German, and Modern Greek. The learning of a language these days is mainly concerned with SPEAKING, UNDERSTANDING and READING the language, using modern audio-visual courses and supplementary reading material, in the form of modern topical magazines geared to teenage interests.

Everybody wants to travel at some time. Travel is a most enriching experience and the full benefits can best be experienced if you have the competence to do it in a small group rather than with a guided tour. Further, there is no better way to develop self-awareness and tolerance than through travel and the study of a foreign language.

Tourism has become a rapidly expanding industry in Australia, especially following the success of the 2000 Olympics. This has created many new areas where the knowledge of a foreign language helps us to better communicate with our visitors from overseas.

Additional employment opportunities include: pilot, travel agent, flight attendants, tour guide, hotel management, reporter, translator/interpreter, advertising, international buyer in retail, import/export manager, sales representative for international companies, foreign affairs department, customs, immigration.

MOVEMENT EDUCATION

The Movement Education course consists of theoretical and practical components that focus on the important role of exercise and sport in our society. Students are provided with opportunities to learn about the benefits of physical activity and its positive influence on health.

The course will provide opportunities for students to specialise in areas of interest and thus enhance and refine their own skill and fitness levels through participation in a variety of sports, activities and practical laboratories.

The Movement Education course is divided into a selection of modules covered over two years:

- How your Body works
- Physical activity for health
- Nutrition and physical activity
- Participating with safety (injuries/first aid)
- Australia’s sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Promoting active lifestyles
- Issues in physical activity and sport
- Coaching
- Technology, participation and performance

MUSIC

In Years 9 and 10, music is a practical subject where students have the opportunity to learn to play a musical instrument in large and small band groups. Students will study, compose and listen to music in a variety of modern and traditional styles. Students who choose music as an elective **do not need** previous instrument experience but **do need** a genuine interest in at least one of the following instruments:

Keyboard	-	Piano, electric piano, synthesizer, organ, accordion
Brass	-	Trumpet, trombone, euphonium/tuba
Woodwind	-	Flute, oboe, clarinet, saxophone, bassoon
Strings	-	Violin, viola, cello, double bass
Guitar	-	Acoustic, electric, bass
Percussion	-	Drum kit, percussion
Vocal	-	Solo and backing vocals

SPORTS SCIENCE

This course provides an academic focus for students with an interest in sport performance and sport coaching. The knowledge, skills and attitudes of athletic performance developed through the course will make a positive contribution to the students' own performance.

The Sports Science course will provide preliminary study for the Stage 6 PD/H/PE course.

The content is organised into modules covered over two years:

- Body systems and energy for physical activity
- Physical fitness
- Issues in physical activity and sport
- Fundamentals of movement skill development
- Coaching
- Participating with safety
- Nutrition and physical activity
- Opportunities and pathways in physical activity and sport
- Enhancing performance
- Event management

TIMBER TECHNOLOGY

Timber Technology involves the development of skills involved in the process of producing and maintaining the material needs of society. The effectiveness of this process is dependant upon society's skill in the design, planning, construction, manufacture and maintenance of materials. Technology seeks to develop in students:

- An appreciation of the process of design, planning and construction;
- A knowledge of technology on which the process is based; and
- A range of skills useful to the individual in taking his/her place in society.

Timber Technology creates an environment that allows the application, testing and experimentation with a variety of tools, materials and equipment. It provides the basis for understanding industry and technology. The construction of projects allows the opportunity for practical reinforcement of theoretical knowledge and it's relationship to society and the environment.

METAL TECHNOLOGY

Metal Technology involves the development of skills involved in the process of producing and maintaining the material needs of society. The effectiveness of this process is dependant upon society's skill in the design, planning, construction, manufacture and maintenance of materials. Technology seeks to develop in students:

- An appreciation of the process of design, planning and construction;
- A knowledge of technology on which the process is based; and
- A range of skills useful to the individual in taking his/her place in society.

Metal Technology creates an environment that allows the application, testing and experimentation with a variety of tools, materials and equipment. It provides the basis for understanding industry and technology. The construction of projects allows the opportunity for practical reinforcement of theoretical knowledge and it's relationship to society and the environment.

VISUAL ARTS

The Visual Arts course is designed to provide for students seeking to extend their experience in the visual arts. This course maintains the emphasis on the local and contemporary environment of the compulsory mandatory Year 7 and 8 course. However, the subject matter is extended to include the art of Australia and other cultures. Wider and deeper experiences with media and design also provide an excellent basis for further study of Visual Arts in Years 11 and 12.

- The syllabus integrates the making of artworks with historical and critical studies and provides opportunities for students to take an increasing responsibility for their own development and creativity, leading to greatly enhanced self-esteem.
- Media areas likely to be undertaken are painting, drawing, printmaking, sculpture, ceramics, photography, graphic design and digital imaging.
- In an increasingly visual world, Visual Arts provides highly valuable training and development in visual communications, which is an asset in any field of employment or endeavour.