YEARY 9 COURSE HANDBOOK 2015

Contents

INTRODUCTION 2

THE ARTS 3
• Visual Arts
• Drama
• Media
• Music
• Jewellery
• Cottage Industries

ENGLISH 4

HEALTH and PHYSICAL EDUCATION 5

LANGUAGES 6
• Japanese
• Chinese

MATHEMATICS 7

SCIENCE 8

SOCIETY AND ENVIRONMENT 9

TECHNOLOGY 10
• Design & Technology
• Home Economics
• Information Technology
FORWARD
At Woodvale Secondary College we understand the complexity of the decision-making concerning choosing subjects. One must consider personal interests and strengths alongside aspirations for the future, while at the same time being aware of “keeping as many doors open” as possible so that one is still prepared for the inevitable changes of mind that often take young people in different directions from those once planned.

As well as reading the information contained in this handbook, Year 8 students:
- Will hear presentations from the Teachers-in-Charge in each of the elective areas and be made to feel welcome to see these teachers at other times to have questions answered.
- Be able to ask their current teachers including their contact Teacher for further information about subjects for next year.
- Can see their year coordinator for more help.

For parents there are several options:
- Contact Ms Veronika Sutton – Associate Principal responsible for Year 9.

In all of this we do ask that students and their parents choose carefully. Once the new school year commences, subject changes are difficult as often classes are full, and changes are often unsettling and challenging for students as they attempt to catch up on work already completed.

INTRODUCTION
Woodvale SC’s organisation for Year 9 and Year 10 is based on study within the eight Learning Areas:

1. The Arts
2. English
3. Health & Physical Education
4. Languages
5. Mathematics
6. Science
7. Society & Environment
8. Technology

- Each week students study for FOUR hours in the five Learning Areas of English, Mathematics, Science, Society & Environment and Health & Physical Education.
- Each week students study two hours in the three Learning Areas of Languages, Technology and Arts.
- For some courses, each student’s level of achievement will determine his/her placement in a pathway.
- Choice of courses is available in some learning areas, however, every Year 9 student must complete at least one course in each of the eight learning areas listed above.
- Some elective courses have high costs and parents should consider the particular charges for each elective course before making final decisions.

THE PROCESS
- In addition to this handbook, each student will be provided with a coloured course sheet in Term 2 and access to the college’s online selection system.
- Semester 1 Reports will be provided in the second last week of term. You may wish to consider these before selecting options.
- Selections must be submitted by the end of school holidays.
- Every attempt is made to give students their first choices.
THE ARTS

VISUAL ARTS – 9AA
In this course of study students will experience a wide range of art forms ranging from painting to printmaking, drawing, sculpture, and digital design as they build on skills developed in the Year 8 course. Drawing skills will be developed and drawings will form the basis from which all designs are developed.

The Semester 2 course places further emphasis on skills development and introduces an awareness of social and cultural context, giving students the opportunity to produce meaningful artworks with a personal message. Students learn about art history and draw influence from great artists from ancient to contemporary times. This course is a good foundation for Year 10 and Upper School visual arts courses of study.

GRAPHIC ARTS – 9AG
This course provides students with a foundation for graphic design. Students use digital and hand tools to develop skills and sensitivity to the elements of design. Layout techniques, typography and computer software such as Adobe Photoshop are introduced, and combined with tools such as digital cameras, scanners and colour printers to create professional graphic artworks.

The Semester 2 course continues the skills and knowledge taught in Semester 1, including building knowledge and understanding of social and cultural aspects of the design and visual communication process.

DRAMA – 9ADR
Students will develop skills in:
- Voice and Movement
- Play-building
- Drama techniques and conventions
- Collaborative group work
- The elements of drama
- Audience awareness
- Theatre Etiquette

MEDIA STUDIES – 9AME
The full year course will offer students a range of practical and analytical skills in the following areas:
- Basic camera care and operations
- Digital video editing techniques
- Video Production
- Analysis of a range of Media texts (Film, Television and Radio)
- Multimedia presentations and products

Students are given the opportunity to create a range of video productions.

MUSIC
New students must apply directly to the music department.
Students will have an instrumental lesson once a week and this will be supported by classroom music studies in aural perception, music literacy, vocal skills and ensemble (band) performance. The instrumental lesson will be conducted during school hours while the ensemble component will be taken out of school hours.

Students studying these courses are credited with an extra subject, over and above the usual 9, because the instrumental and ensemble music courses are completed outside the normal school timetable.

INSTRUMENTAL AND ENSEMBLE MUSIC 9MUI
This course is designed for group tuition lessons on a child's specific instrument. The classes are held either on a rotating basis throughout the timetable or out of school hours with a private tutor specialising on the child's chosen instrument. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

CLASS MUSIC – 9AMUC
Requirement: Students must be learning an instrument through the college or private study.

Through practical music-making and listening activities students will continue the study of literature of music, basic music knowledge, aural awareness and appreciation as well as developing skills on their individual instruments.
Year 9 students extend their Reading, Writing, Listening and Speaking and Viewing skills and are expected to explore more challenging and less familiar works and ideas. Students also develop a critical understanding of the print and electronic media. Class work is directed towards ensuring that students become both confident and competent in comprehending, composing and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, both as individuals and collaboratively with others. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each Lower School course will be part of a pathway leading to appropriate subjects in Upper School. Students will be placed in pathways according to their ability as demonstrated in class performance as well as tests such as NAPLAN. The pathways are Academic Extension, Accelerated, Core and Foundation.

The English courses in Years 9 are Australian Curriculum based, and students are numerically assessed on the four learning outcomes of Reading, Writing, Listening and Speaking, and Viewing.

English courses are engaging and dynamic with the focus very much on students striving to achieve their best in environments that accommodate individual learning styles and abilities.
HEALTH EDUCATION - 9PH
This course further develops the students’ knowledge, skills and attitudes related to health and personal development with an emphasis on social development and the influence of family, peers, role models and the media. Legal and illegal drug use is investigated with Alcohol and Cannabis being the emphasis in Year 9. Issues dealt with include reasons for use, dangers, pressures encountered, legal considerations and safer alternatives. The short and long-term effects of drug use will be investigated considering the physical, emotional and social impacts. The sexuality component of the course discusses Conception, Pregnancy and Birth. While abstinence is promoted, safer sex practices will also be considered. The direct relationship between lifestyle and health and well-being is examined. Aspects include health risk factors and lifestyle diseases such as diabetes, cancer and heart disease. The acceptance and needs of the disabled in our society will also be explored. A highlight of this course is guest speakers from the Para-Quad Association of WA who share their experiences and stories to promote risk avoidance.

use of a motor vehicle are explored through the Keys for Life road safety program. Students are given the opportunity to sit their Learner’s Permit Theory Test in class. Drug awareness is an important part of the course with students examining ways the individual and the community can work towards reducing the harm associated with drug use, misuse and abuse. Highlights of this course include guest speakers from Arafmi (Mental Health Carers Association) and from the RAC on Road Trauma.

GENERAL PHYSICAL EDUCATION - 9PEF/9PEM
This course is designed to provide students with the opportunity to develop skills in Tennis, Gymnastics, Athletics, Football (M), Touch Rugby (F), Hockey, Lacrosse, Softball and Dance (F).

Attendance at the Interhouse Swimming and Athletics Carnivals is highly recommended in Year 9.

All students will also participate in a sport of their choice for their year group’s Winter Lightning Carnival in Term 2.

SPECIALISED BASKETBALL
(by application only)
Years 9 and 10, 9PBF/9PBM and 10PBF/10PBM
The college operates a ‘special’ Basketball class in each of the lower school years for students with a special interest and talent in Basketball. These classes operate instead of Physical Education in Years 9 and 10. Entrance to these ‘special’ classes is competitive in Year 8. A small number of vacancies may occur in Years 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinator. Entry to the course is by way of application and selection processes conducted by the Program Coordinator, Mr Kelvin Browner, and college based coaching staff. Course costs apply.

SOCCER SCHOOL OF EXCELLENCE (by application only)
Years 9 and 10 – 9PSF/9PSM and 10PSF/10PSM
The college operates a ‘special’ Soccer class in each of the lower school years for students with a special interest and talent in Soccer. These classes operate instead of Physical Education in Years 9 and 10. Entrance to these ‘special’ classes is competitive in Year 8. A small number of vacancies may occur in Year 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinators Mr Ratcliff (Boys) or Mr Forman (Girls). Entry to the course is by way of application and selection processes conducted by the Program Coordinators. Course costs apply.
Languages

Teachers will place students into the correct pathway for Year 9 Languages – either Accelerated or Core in either of Japanese or Chinese – Mandarin.

Why Languages Other Than English?
- To help promote mutual understanding in a thriving multi-cultural society.
- To promote and develop understanding of the structure of the English language
- To help us become better communicators.
- Extra bonus points for students going to university

Chinese – 9LC
This is a language based course designed for students who have studied Chinese Language in Year 8. It will build on their prior knowledge, developing their ability to converse in Chinese Mandarin. Students will have the choice to study this language further in Year 10, with opportunities to study WACE or Vocational Courses in upper school.

Why Study Chinese?
- Students at Woodvale SC have the opportunity to travel to China as part of an annual tour. Past tours have visited our sister school in Jinan, The Great Wall of China near Beijing, and the modern metropolis of Shanghai.
- Mandarin Chinese (the official language of China) is spoken by 873 million speakers, making it the most widely spoken first language in the world. One fifth of the world’s population speaks Chinese.
- China has now become the second largest economy in the world, and is one of the largest trading partners of the United States and Australia.
- The Chinese Government regularly provides generous scholarships to students who study Chinese Language. These scholarships allow you to study in overseas at little or no cost!
- Chinese is a fun language to learn – Chinese teachers at Woodvale SC have developed a Chinese course that is both educational and enjoyable!

Course
During Term 1 and 2 students will explore Chinese Language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture.

Students will primarily use Pinyin (the Chinese Romanized reading system); however, students will also begin to recognize and read Hanzi (Chinese Characters). Topics include: Family and self-introduction, and shopping, food and drinks.

In Term 3 and 4 students will be able to discuss information related to personal identity, aspects of everyday life, and popular culture in more detail, and their confidence in the language will increase. Topics include: Describing friends, Daily routines and school subjects.

Japanese – 9LJ

Why Japanese?
- Japan’s one of our key regional neighbours.
- Japanese tourists are by far the LARGEST nationality choosing to visit Australia.
- There is a growing demand for graduates with knowledge of Japanese and Japan.
- The number of employment positions for Japanese speakers has increased dramatically in such areas as Foreign Affairs, Trade, Tourism, Industrial Relations, Politics and Commerce.
- Learning to pronounce Japanese is relatively easy as there are fewer sounds in Japanese than are found in English.
- Students at Woodvale SC may participate in our exchange trip to Japan, in Year 10 to 12, and have the opportunity to apply for exchange programs.

Course
Students start the year with the topic of sport; including traditional Japanese games and modern sports. Shopping is also covered in first semester. Students prepare and plan for a Japanese market place shopping simulation. There is a strong ICT focus with websites such as quizlet and kahoot used frequently, as well as some great apps on the iPads.

Topics in Semester 2 include; Neighbour-hoods – how are Japanese and Australian homes different? Students also cover transport, festivals and weather topics. Katakana is introduced this semester as well; enabling students to be able to write borrowed words with ease. Topics include: Media; shopping and weather.
MATHEMATICS

YEAR 9 - 9MA
On the basis of Year 8 results, students are placed into one of four pathways. Students can be moved between pathways during the year, depending on demonstrated achievement and available space.

1. Academic Extension (9MAA)
One class (maximum 32 students) is formed from the highest achievers in Year 8. This means some students will be changed into, and some taken from, the Year 8 academic Extension class. Students will be extended and challenged in their study of Mathematics, with an emphasis on working mathematically and in depth study of the topic under consideration.

2. Accelerated (9MAA)
Approximately one third of Year 9 students will commence this pathway. It is predominantly the same pathway as studied by the Academic Extension class, covering the same essential elements. Areas of study include algebra, arithmetic, geometry and the Year 9 students do not have to purchase a textbook as the mathematics course at the college is on-line. Parents will need to purchase a new HOTmaths validation code, which gives students access to the course for the entire year. The Year 8 code will not work for Year 9.

Year 9 students will be issued with an appropriate textbook and e-code. The textbook remains in the classroom at all times.

3. Core (9MAC)
Approximately 50% of Year 9 students will commence this pathway. The course is set at a slightly lower level than accelerated, but areas of study remain essentially the same. This is a mid level course, leading to the possible study of Mathematics Applications in Years 11 and 12.

4. Foundation (9MAF)
Approximately 15% of Year 9 students study this course. Areas of study are more number based and students will problem solve real life Mathematics in practical situations. There is less emphasis on algebra (although it is not ignored). This pathway leads to the possible study of Mathematics Essentials in Years 11 and 12.

TEXTBOOKS
Parents will need to purchase a new HOTmaths validation code, which gives students access to support materials for the entire year. The Year 9 code will not work in Year 10.

Supplementary activities and worksheets are used frequently. Extensive work using My Maths Online and other suitable online learning tools provide other resources for our students.
YEAR 9 SCIENCE CURRICULUM OVERVIEW
The Year 9 Science program is based on the new Western Australian Curriculum. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science; and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence based decisions.

Structure of the Australian Curriculum: Science
- **Science understanding**: Which focuses on the important science concepts from across different areas of science.
- **Science inquiry skills**: Which focuses on skills essential for working scientifically
- **Science as human endeavour**: Which focuses on the nature and influence of science.

The following table identifies the key content areas, concepts, and skills covered throughout Year 9 and 10.

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>Science inquiry skills</th>
<th>Science as a human endeavour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>Questioning and Predicting</td>
<td>Nature and development of science</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>Planning and Conducting</td>
<td>Use and influence of science</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>Processing and analysing data and information</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Evaluating and Communicating</td>
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</tr>
</tbody>
</table>

On the basis of Year 8 Science results, students are placed in one of THREE pathways. Students can be moved between pathways during the year, depending on demonstrated achievement and scientific ability.

1. **Academic Extension (9SCA_1)**
   One class is formed from the highest achievers in Year 8. This means some students will be changed into, and some taken from, the Year 8 Academic Extension class. Students will be extended and challenged in their study of Science.

The Science Academic Extension Program spans Year 8, 9 and 10 and is designed to enrich and extend students’ knowledge, application and inquiry skills in science. The program offers students access to a range of learning experiences, opportunities and challenges which may include individual written competitions (e.g. ICAS Science Competition, Rio Tinto Big Science Competition, RACI Chemistry Competition), group and team competitions (e.g. STAWA Science IQ online quiz, Aurecon Bridge Building Competition), investigations and inventions (e.g. STAWA Science Talent Search, CSIRO CREST Awards), links to Universities and Industry, incursions (e.g. guest speakers, Scitech Beyond the Beaker presentations), and excursions (e.g. Scitech, Perth Zoo, AQWA). As well as completing the Academic Extension Program, these students will complete the Australian Curriculum: Science for Year 9.

2. **Accelerated (9SCA)**
   Approximately one third of Year 9 students will commence this pathway. It is predominantly the same pathway as studied by the Academic Extension class, without the extension activities outlined above.

3. **Core (9SCC)**
   The remainder of Year 9 students will study this science pathway. The course is set at a slightly lower level than accelerated, but areas of study remain essentially the same.
Socio and Environment covers seven outcomes of the Society & Environment component of the Curriculum Framework. Each semester of the course will include the Investigation Communication and Participation outcome and at least one other of the conceptual outcomes which include Place and Space, Resources, Culture, Time, Continuity and Change, and Natural and Social Systems.

In both Year 9 and Year 10, semester long components of The Australian Curriculum will be taught. This includes an overview and three depth studies of the particular historical period.

The courses will offer the opportunity to develop important knowledge and skills required for successful study in Upper School Courses

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>YEAR 10</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Political/Legal Studies</strong></td>
</tr>
<tr>
<td>Regional Studies</td>
<td>• Australian Political System</td>
</tr>
<tr>
<td>Study of the Asian region, looking at the physical, economic and cultural aspects.</td>
<td>• Our Legal System and the Law</td>
</tr>
<tr>
<td>Economics/World of the Consumer</td>
<td>Career Education</td>
</tr>
<tr>
<td>Introduction to the consumer world &amp; basic economic concepts</td>
<td>• Interests &amp; Abilities</td>
</tr>
<tr>
<td>• Needs and wants</td>
<td>• Career/Job Investigation (4 weeks)</td>
</tr>
<tr>
<td>• Income</td>
<td></td>
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<tr>
<td>• Credit</td>
<td></td>
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<tr>
<td>• Economic problem</td>
<td></td>
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<tr>
<td>• Business and Marketing</td>
<td></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>The Modern World and Australia</td>
</tr>
<tr>
<td>The Making of the Modern World</td>
<td>A study of the history of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.</td>
</tr>
<tr>
<td>The Modern World and Australia</td>
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<tr>
<td></td>
<td>A study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.</td>
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DESIGN AND TECHNOLOGY

BUILDING & CONSTRUCTION – 9DB
The content and delivery for this course is suitable to both male and female students. Every effort has been made to select activities and exercises that appeal to both sexes. This one year course is a composite of materials and processes most likely to be used at home or in light industry. Content and structure for this area of study includes "Welding and Construction, Carpentry, and Systems." The development of safe work practices with underpinning knowledge is achieved during the course.

Welding and Construction -
Students are introduced to the welding processes of oxy-acetylene and arc welding. Introduction to the associated trades and occupations are discussed.

Activities –
- Arc welding – students’ complete small exercises demonstrating welding ability.
- Oxy acetylene welding – students’ complete a series of exercises that demonstrates fusion, filler, and braze welding techniques.
- Manufacture of small projects that demonstrates various acquired welding skills.

Carpentry –
Complete simple construction tasks that introduce the student to power tool safety and use, develop knowledge in site preparation, planning strategies and investigation, quantities and cost estimation.

Activities –
- Undertake activities that develop introductory carpentry skills

Systems -
Develop the student’s ability to understand the structured development of a process or sequence from concept to production.

Activities –
- Small project research and design
- Knowledge of fasteners and finishing techniques
- Assembly of projects
- Introduction to small engines and their operation.

ELECTRONICS & TECHNOLOGY - 9SCEE
This is designed as a two year course covering introductory electronics through to applications of electronic circuits.

Module 1
This module covers basic electronic theory, component identification and valuing and the application of this technical information to the construction of a series of models.

Module 2
This module covers the development of electronic theory and the use of computer added design to investigate theories and further develop project construction.
JEWELLERY - 9DJ
This is a fun, leisure time course enabling students to learn foundational skills and processes in Jewellery making. The course covers important workshop safety considerations. It develops skills involved with using different metals including sterling silver and brass, as well as dichroic glass and cubic zirconia gems in the production of jewellery.

- Jewellery Technology is a subject suited to both male and female students. Projects are adjusted to appeal to both sexes.

- The course now introduces ITC based technologies such as 3 D Printing and laser cutting to produce jewellery.

This is a great course to do if you are considering Jewellery for Year 10 or Upper School where it can lead to achieving a TAFE Certificate III over two years – Year 11 and 12.

Please direct any questions to Mr Christmas (Jewellery Teacher).

TECHNICAL GRAPHICS - 9DT
Technical Graphics provides an enjoyable opportunity to develop students’ creativity. After a short foundation course involving both engineering and architectural drawing, students will choose a pathway in either of these fields in which they focus for the year.

In the engineering pathway, students will be given design exercises for which they must produce engineering and 3D presentations. Architectural pathway students will be given building design problems producing plans, electrical layouts, furniture layouts and 3D presentations.

Students will work with vector graphics to design and produce vinyl signs, as well as export designs to be cut in acrylic on the laser engraving machine. Students have the opportunity to use 3D software on their home computers as part of school software licensing agreements.

METAL TECHNOLOGY - 9DM
In this course, students develop competence in the use of metalworking hand tools, safe work procedures with power tools and associated equipment, and reading simple workshop drawings.

New skills and procedures include; spot welding, bending and manipulation of sheetmetal; lathe work such as facing, parallel and taper turning; silver soldering and brazing; forging and the heat treatment processes of hardening and tempering; use of Oxy Acetylene Equipment, with the lighting and of setting flames; thread cutting; and the use of the Milling Machine, Drill Press, pneumatic tools and the Fly Wheel Press.

The Technology Process is introduced with the Toolbox and Screwdriver with more complex designs work in the Nutman Sculpture, the Truck "Add-on" and the Candle Holder tasks.

WOOD TECHNOLOGY - 9DW
In this course students are introduced to various machines and hand-held power tools, as well as common work working materials. There is an emphasis on safe working procedures in the construction of attractive and useful projects. An industrial standard finishing facility allows students to complete projects to a high standard. Examples of projects in this course include: a colonial style stool, carry box, small table and clock. A CMC engraving unit is available for students to use to decorate many of these projects.
HOME ECONOMICS

FOOD TECHNOLOGY - 9HF
Food Technology is a course divided into two parts. You will have the opportunity to explore factors that influence choices of food along with nutrition, health, safety and food preparation. You will become experienced in preparing delicious meals for the whole family. Part two you explore the new advent of the celebrity chef and the popularity of cooking shows. You examine the different shows and why they are so popular and you will cook amazing dishes from the many shows you see on TV, plus research and create a biography of your favourite chef.

INTERNATIONAL FOOD - 9HIF
Students will develop culinary skills through the preparation, cooking and serving of a variety of foods from countries around the world. They will investigate the meal patterns of various countries, looking at typical foods eaten and traditional equipment used. The culmination of this course is an International Food Festival prepared and presented by the students to parents and staff.

COTTAGE INDUSTRIES - 9HCI
Leisure time is the focus of this course and developing skills in a variety of craft areas to fill this time. Students will be involved in the production of a variety of different craft projects to suit many tastes. Including; chocolate making, floral art, beading, tile painting and a variety of Christmas projects. The course adapts to whatever trends are happening at the time.

CHILD CARE - 9HCC
Through an emphasis on practical activities, students will briefly investigate the stages of child development from birth onwards. They will explore the roles and responsibilities of babysitters and parents and the part they and other family members play in helping to satisfy a child’s basic needs. Students may prepare meals for young children as well as making items of clothing and toys. Baby bathing and feeding demonstrations will be given, usually presented by invited guest speakers.

INFORMATION TECHNOLOGY

COMPUTER LITERACY – 9IC
This course makes extensive use of practical activities and each week students learn a new skill in using multimedia and computer software. Activities include creating animated movies using digital cameras, creating interactive web pages, using Premiere and video cameras to create digital movies, creating multimedia games, creating original audio and music files, using Photoshop and digital cameras to capture and manipulate digital images, creating stick animations, using Flash to create multimedia programs, and learning a simple programming language. At the end of the course students have a good understanding of a range of software that is very useful for personal and career purposes.

ENTERPRISE SKILLS – 9IE
This two semester course presents students with practical tasks that develop skills suited to Enterprise and Small Business as well as ensuring you are the ‘stand out’ applicant for any job. You will develop skills suited to successfully seeking employment both in the present and future along with the skills for developing your own enterprise ideas. Students will develop and produce their own merchandise and create marketing strategies and campaigns to market these. The use of online promotion will be explored. Students also develop skills useful in Enterprise including the basics of Microsoft Office applications and the use of digital cameras and scanners. Multimedia tools for marketing will also be a focus of this unit. create new computer programs and learn new skills in computer languages.