



WELLINGTON
SECONDARY COLLEGE

**Year 9
Course Guide
2015**

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Introduction to the Year 9 REAL Program

The Year 9 **REAL** Program (Responsive, Engaging, Active Learning) has been developed by teachers in response to the changing needs of students. The focus of the program is the recognition that all students, particularly at Year 9 level, need to experience a curriculum that is relevant, engaging and promotes active learning. The **REAL** Program is designed to encourage learning by providing a “learning rich environment” that challenges students to become involved in their own learning and make a commitment to their own self improvement.

Wellington Secondary College has a proud tradition of providing an innovative and challenging education for all students. It is this tradition that has produced the **REAL** Program.

The **REAL** Program is constructed from **three** subject areas: **Core**, **Electives** and **Special Activities**. The **Core Subjects** will be the same for all Year 9 students; individual selections will be made from the **Electives** and **Special Activities** sections. These are explained in further detail below.

Selecting a Course

After receiving the Course Guide and Course Selection Sheet, students should discuss initial choices with parents. Career and counselling advice is available through a team led by Ms. Huffer. Students are encouraged to visit the careers room at lunchtimes and after school to use the available resources.

Year 9 Core Subjects

There will be 5 Core subjects for 2015 and each will run for the full year.

Year 9 Core Subjects	Time Allocations
English / English as an Additional Language	450 minutes per 10 day cycle
Mathematics	450 minutes per 10 day cycle
Humanities	400 minutes per 10 day cycle
Science	300 minutes per 10 day cycle
Personal Development	200 minutes per 10 day cycle

Year 9 Electives

In addition to completing **Year 9 Core Studies**, students will select **3** semester-length elective units each semester, giving a total of **6 elective units** for the year. These will come from the subject areas of: English/EAL, Languages, The Arts, Health and Physical Education and Technology. Students are strongly recommended to continue with Languages studies in Year 9 and may choose French at the College or they may study a language through other providers such as the Victorian School of Languages. Each student must study at least one unit, from each of The Arts and Technology domains and at least one unit per semester of Physical Education, but no more than three units may be selected from any one area.

Subjects	Unit Code	Subjects	Unit Code
English / English as an Additional Language (EAL)		Physical Education	
English as an Additional Language	EMA	Racquet Sports	PRS
English as an additional Language	EMB	Football Sports	PFB
Bright Sparks	EBS	Walking for Fitness/Healthy Body	PWF
Lit Up	ELA	Stick and Ball Sports	PSB
Lit Up	ELA	Trampoline Sports	PTR
Languages		Dance Sports	PDS
French	FR91	Technology	
French	FR92	Computers, Media and Publicity	TCM
The Arts		Wooden It?	TRW
Art and Ideas	AA1	Food Around the World	TFW
Visual Communication and Design Graphics	AVC	Kids in the Kitchen	TFK
Sculpture	ASD		
Moving Images	AMI		
Creating Music	AMD		
Drama On Stage	ADO		
Drama Off Stage	ADB		

Electives will run for 300 minutes per 10 day cycle.

Year 9 Special Activities:

Special Activities are designed to be very much hands-on, active participation subjects, rather than students studying material presented to them by the teacher. Most Special Activities will be one term in length.

The Special Activities will run for 300 minutes per 10 day cycle and provide the opportunity to more easily participate in excursions or off site visits, or participate in activities that require a considerable amount of planning, setting up and extended time in order to complete the tasks.

At the completion of a Special Activity students would be expected to develop and demonstrate a new set of skills, attributes or values associated with the content of the work. All students will be required to produce a Digital Portfolio.

Special Activities

- City Experience (RCE)
- Film Appreciation (RFA)
- Future Leaders (RFL)
- Public Speaking (RPS)
- Recreational Sport (RRS)
- Mechanical Systems and Toys / Sustainable Environment (RSE)

Year 9 Accelerated Class

At Year 9 students selected in this program will undertake the following:

- all core studies and the Future Leaders Program as a class
- three Electives per semester
- two Special Activities

Students will also select 3 electives per semester and 2 other Special Activities.

Note: this group is a continuation of the Accelerated Program developed in the Junior School in Years 7 and 8.

Year 9 Courses

Following course counselling students will have a final opportunity to discuss their selections with their parents. They will enter their selections online and the hardcopies are to be forwarded to the sub-school.

Note:

- This procedure is not a promise of promotion into the next year level. This matter will be decided at the end of the school year and is dependent on satisfactory progress.
- Not all Electives or Special Activities listed in the course guide may be run in 2015. The timetabling of elective units will depend upon the initial level of student interest and the constraints of staffing and facilities. This initial selection made by students will allow for those units with sufficient student interest to be timetabled. Some students will inevitably be asked to reselect Elective units and/or Special Activities because of unavailability, timetable clashes or poor final results.
- Parents should sign the Course Selection Sheet
- For any further information please contact Mr. Dwyer (Head of Middle School) or Ms. Huffer (Manager Student Pathways).

Essential Education Items

Essential education items are those used in the course of instruction in the standard curriculum program that parents and guardians are responsible for and may choose or pay the school to provide.

These items may include:

- materials that the individual student takes possession of, including text books and student stationary
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. Home Economics, Ceramics, Photography, Catering)
- school uniform (where applicable)
- essential services associated with, but not considered to be part of, instruction in the standard curriculum program, such as costs associated with camps and excursions which all students are expected to attend (e.g. transport and entrance costs)

Mr. Brendan Dwyer
Head of Middle School

Mr. Tony Grayden
Assistant Principal

Year 9 Core Studies

The compulsory studies provide a broad general education for all students. Courses have been designed around semester or term-length themes that provide students with a specific learning focus for the term. Course content has been reviewed and teaching approaches, incorporating the thinking curriculum, have been embedded into the coursework that is designed to encourage student engagement and to challenge them to operate and achieve at a high level of attainment.

ENGLISH

Goals

- To develop the ability to read, write, listen and speak effectively
- To appreciate literature
- To develop thinking and communication skills

Semester 1 Theme - Youth Issues

What is life like as a teenager in the 21st Century? What challenges do they face and how are they dealt with? What is important to today's teens? How are teenagers represented in the media? All these questions and more will be analyzed in English. Using a variety of media – from novels, short stories and poetry to television, films and print media – students will develop an understanding of what is meant by Youth Culture and create a number of oral, written and visual texts on this theme. They will also develop an awareness of how teenagers are portrayed, both positively and negatively, and what they can do to enhance or alter this portrayal.

1. Writing

- A selection of drafted and edited written pieces will be completed.
- Other writing – stories, poems and other work set as class work and homework. This includes work on language skills, vocabulary, grammar and spelling.

2. Reading

- The topic of 'Youth Issues' will be explored. A variety of texts will be used to support this study.
- The novel – 'The Outsiders' will be read at school and at home. Assignment and class work will be completed.
- The film text will be viewed at school and assignment and class work will be completed.

3. Speaking and Listening

- Class discussion and participation in class activities as well as a prepared oral presentation.

Semester 2 Themes - Heroes/Resilience

This unit is based on units from the Reach program 'The Hero's Journey'. It looks at what makes a hero, and who are our heroes. Students will work through a number of units around the ideas of what makes a hero. Through the units it is hoped that students come to understand their potential to achieve success.

Traditional areas of English - Writing, Reading and Speaking will be part of the course.

1. Writing

- A selection of drafted and edited pieces will be completed
- Other writing – stories, poems and other work set as class work and homework. Also includes work on language skills, vocabulary, grammar and spelling.

2. Reading

- A variety of films and short stories will be studied to support the themes explored in the unit.
- A selection of poetry will be studied in depth.
- A film text will also be studied in depth.

3. Speaking and Listening

- Class discussion and participation in class activities as well as a prepared oral presentation

Contact Person: Mrs. Marie-Louise Marollas

ENGLISH AS AN ADDITIONAL LANGUAGE (CORE)

Duration: Two semester units (NB: This course is designed to be taken in place of English)

Goals

The Year 9 EAL Core Course aims to:

- enable students from a non-English speaking background to develop their ability to read, hear, understand, speak and write the English language so they can use it effectively and confidently in a wide range of situations
- develop an understanding of Australian culture
- enhance social skills, self-esteem and pride in their cultural heritage
- develop learning-how-to-learn skills

Semester 1

1. Reading

Novel study, media texts and wider reading

2. Writing

Literature essay, analysis of media texts and letter to the editor

3. Speaking and Listening

One formal oral presentation, informal debate and group discussions

Semester 2

1. Reading

Magazine articles, advertisements, short stories and wider reading

2. Writing

Personal/Imaginative writing, magazine article and create an advertisement

3. Speaking and Listening

One formal oral presentations/small group and class discussions

4. Film

In depth analysis of a film.

3. Teaching Approaches

- Teacher directed
- Co-operative group work
- Individual tasks

4. Assessment Methods

- Ongoing assessment of achievement and improvement
- Specific testing of knowledge and skills as required
- Graded assessment of specific tasks
- Common tests and examination

Contact Person: Ms. Robyne Elder

MATHEMATICS

There are three levels of Mathematics offered within the REAL Program

- Accelerated Mathematics (Year 10 Level)
- Mainstream Mathematics
- Recovery Mathematics

Goals

The Year 9 Mathematics course aims to:

- adequately prepare students for the requirements of Mathematics subjects in subsequent years
- develop a knowledge, understanding and appreciation of the themes and concepts in mathematics
- provide the opportunity for attainment of mastery of associated skills
- allow for practise in application of learned skills in problem solving
- develop skills for analysis in other fields

Subject Content

- **Semester 1:** Algebraic Expansion & Factorisation, Pythagoras' Theorem, Index Laws, Geometry, Algebra Statistics, Measurement, Linear equations
- **Semester 2:** Linear Graphs, Trigonometry, Probability, Financial Mathematics, Measurement, Non-Linear Relationships

Teaching Approaches

- Teacher directed instruction
- Skills Builder worksheets
- Co-operative group work
- Projects, assignments, problem solving
- Use of computers

Assessment Methods

- Topic tests / Diagnostic tests
- Worksheets, homework
- Assignments, AusVELS directed projects, problem solving
- End of semester common examination

RECOVERY MATHEMATICS

Some students in Years 9 will be undertaking a modified course in mathematics. This course places more emphasis on basic mathematical concepts and practical skills. Smaller class sizes allow for more individual help.

ACCELERATED MATHEMATICS

Students in the accelerated mathematics program will be completing the Year 10 Mathematics course.

Contact Person: Ms. Heather Boschert

HUMANITIES

Humanities examines how humans organize themselves into communities and how these communities function. Year 9 Humanities provides a framework for developing student knowledge of Australian society, past and present, and of its urban and natural environments. Students explore global issues and develop responses to them. This knowledge also includes aspects of economics and civics and citizenship. The knowledge, skills and values students acquire in this study enable them to participate as confident, responsible and active citizens in a democratic society which functions in a global context. Humanities comprises the disciplines of History, Geography and Economics.

Key Skills

- Literacy
- Numeracy
- The collection, processing and interpretation of data from a range of sources
- Use of the inquiry process to plan an investigation, analyse data and form conclusions supported by evidence
- Reasoning and problem solving
- Clarification of values and attitudes about key issues
- Co-operation and participation in group activities
- Use of information technology

Subject Content

Units include:

- Anzacs
- Economics
- Urban environments
- Global issues

Teaching Approaches

- The Thinking Curriculum.
- Active and co-operative learning.
- Individual and group tasks.

Contact Person: Mr. Michael Stephens

PERSONAL DEVELOPMENT

Students analyse a health promotion strategy and the personal and community behaviours and actions which result. They identify and describe the positive and negative health outcomes of this strategy. They explain how external influences affect personal values. They demonstrate appropriate assertiveness and resilience strategies. They identify mental health issues and factors which affect roles and responsibilities in sexual matters and sexual relationships. They identify and differentiate between social and environmental determinants of individual and population health.

Topics covered include

- Sex education
- Safe Partying – drug and alcohol education

Contact Person: Ms. Michelle Newey/ Ms. Louise Cheung

SCIENCE

Throughout Year 9, students will cover the four main areas of Science: Biological Science, Chemical Science, Earth Science and Physical Science. They will explore the following content in each of these areas:

Biological: how the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

Chemical: the atom as a system of protons, electrons and neutrons and how matter can be rearranged through chemical change.

Earth: the theory of plate tectonics and how this theory explains global patterns of geological activity and continental movement.

Physical: the conservation of matter and how models of energy transfer can be used to explain phenomena such as sound and light.

Students will also design questions that can be investigated using a range of inquiry skills. They will design methods, analyse trends in results and explain ways to improve the quality of their evidence. They will learn to use appropriate language and representations when communicating their findings and ideas to scientific audiences.

Throughout their studies of the above content, students will answer the following essential questions:

- In what way do our nervous and hormonal systems work together to control our body?
- How do organisms interact with ecosystems and what effect do humans have on those interactions?
- How is atomic structure related to element properties including the way they react?
- Why does the theory of the plate tectonics explain phenomena such as continental drift and earthquakes?
- What are the different forms of energy and how is the transfer of energy affected by its medium?

Assessment

- Practical reports
- Class work
- Homework tasks
- Common Assessment Tasks

Contact Persons: Ms. Christina Gibson

Year 9 Elective Studies

The Elective Studies cover the subjects of English/EAL, LOTE, The Arts, Health and Physical Education and Technology. Electives will occupy a class time of 270 minutes per 10 day cycle. Each elective chosen will run for one semester in length. Students will select a total of 6 semester-length elective units for the year. A number of new and different electives are being offered this year.

Please note: A number of electives involve costs. Parents should note that payment for these is required by Friday 31 October, 2014. Electronic Levy Invoices will be distributed on the day the students complete the computer entry of their selections.

ENGLISH/EAL ELECTIVES

English as an Additional Language (EMA, EMB)

This subject is offered to students from non-English speaking backgrounds that require assistance with the language requirements of their mainstream classes. It seeks to promote confidence and proficiency in all areas of English: Reading, Writing, Speaking and Listening.

Assessment Methods

- Diagnostic tests
- Descriptive assessment
- Non - graded

Contact Person: Ms. Robyne Elder

Bright Sparks (EBS)

This elective is designed to challenge the skills of students in using different communication conventions including the use of language for specific purpose and audience. There is a strong emphasis on thinking processes, especially on higher order thinking approaches. If you enjoy global issues, using language creatively and exploring ideas, then this could be the unit for you.

Key Skills

- Exploring language creatively.
- Higher order thinking strategies.
- Co-operative and collaborative learning.
- Investigating global issues and proposing possible solutions to problems.

Subject Content

- The study of global issues through inquiry
- Learning to use and produce written, verbal, visual and multimodal texts to suit particular audience and purpose
- Learning to use specialized language appropriate to the topic and context you are working with
- Learning to use different philosophical and thinking frameworks, such as Maslow's Hierarchy of Needs, Thinkers' Keys and Extended Brainstorming to engage creatively with different global issues

Contact Person: Ms. Kay Harper

Lit Up (ELA, ELB)

In this elective the focus will be on literacy skills that will enable you to learn more effectively in all subject areas. The course will provide a variety of reading, writing, speaking and listening skills and strategies which will further develop your 'learning to learn' skills.

Assessment

- Writing clear learning goals and self assessing against those goals throughout the year
- Developing a writing portfolio for self, peer and teacher assessment
- Completing a set of reading activities
- Participating and presenting oral language projects

Contact Person: Ms. Kay Harper

LANGUAGES

Students who choose LANGUAGES must study it in both Semester 1 & 2

French (FR91, FR92)

The Year 9 course consolidates and further develops the students' listening, speaking, reading and writing skills in French. The Tapis Volant 1 (textbook and workbook) forms the basis of the Year 9 syllabus. The textbook, workbook and accompanying CDs are used extensively in class for both oral and written activities.

Topics covered include pets, school subjects and timetables, school calendars, events and dates, time, daily routines, daily meals and leisure activities.

Cultural themes will also be explored. Some examples of these include the French school system and school holidays, discipline and behavior in French schools, public transport in Paris and popular games for young people in France.

Two excursions to see French films will be organized.

Assessment Tasks

- Role-plays
- Listening and reading comprehension tests
- Vocabulary tests
- Written expression
- Projects

Contact person: Mr. Bushan Sookhareea

Mandarin (MD)

The Year 9 Mandarin course will extend students' understanding of the Chinese language from their previous studies and further develop the students' communication skills. There is an emphasis on using Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use, as well as introducing China, its culture and customs.

Online interactive activities and a variety of educational games will be used in class to assist students to develop a deep appreciation of cultural practices and traditions.

Topics covered include colours and cloths, weather and vacation, leisure activities, school and school subjects.

Assessment Tasks

- Listening and reading comprehension tests
- Oral performances
- Written expression
- Projects

Contact person: Ms. Zhiyan Ren

THE ARTS

Students must choose at least 2 units but no more than 3 units from The Arts.

Art and Ideas (AAI)

This study is designed to provide students with the opportunity to extend their experience in art through developing skills, techniques and processes in a variety of two-dimensional art forms. These may include painting, drawing, mixed media and printmaking. The aim is for students to develop and pursue their own ideas related to themes. Students will examine artists, artworks and styles, which reflect on issues or personal experience and relate to the chosen themes. The semester is divided into two areas of investigation: Personal Identity and Popular Culture.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centered on the development of visual literacy. Students learn to create and read visual artworks. The formal analysis of visual artworks from specific historical and cultural contexts follows elements of Bloom's taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

Assessment Tasks

- Folio of Artworks
- Workbook
- Appreciation

Cost to student: \$15 material fee (etching, silk screen printing, lino prints, painting)

Course requirement: Students are required to pass both the practical and theoretical components of this course.

Contact Person: Mr. Andrew Bare

Visual Communication & Design Graphics (AVC)

Students develop an understanding of the design process, including the use of the design brief. Students design visual communications for specific purposes. These may include work briefs based upon interior design, information design, environmental design, graphic design, fashion design, and/or urban design. Students develop skills in research, concept development and production of final presentations relating to the specific communication need. Students study the role of the designer in the world around us. Each term students will work from work briefs.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read convention-based and "everyday" visual messages through visual audits. The formal analysis of visual communications from specific historical and cultural contexts follows elements of Bloom's taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

Assessment Tasks

- Design Folio
- Design Appreciation
- Workbook

Cost to student: \$15 material fee (colour printing, inks, paint)

Course requirement: Students are required to pass both the practical and theoretical components of this course.

Contact Person: Mr. Andrew Bare/ Ms. Carmel Ferrarin

Sculpture (ASD)

This study is designed to provide students with the opportunity to extend their experience in art through developing skills, techniques and processes in a variety of three-dimensional art forms. These may include ceramics, carving, assemblage, moulding, found objects, soft sculpture, body-wearable art and mixed media. The aim is for students to develop and pursue their own ideas related to a chosen theme/s. Students will examine artists, artworks and styles, which reflect on personal experience and relate to the chosen themes explored in the practical area.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are focused on the development of visual literacy. Students learn to create and read visual artworks. The formal analysis of visual artworks from specific historical and cultural contexts follows elements of Bloom's taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

Assessment tasks

- Folio of 3D Artworks
- Workbook
- Appreciation

Course requirement: Students are expected to pass both the practical and theoretical components of this course.

Cost to student: \$15 material fee

Contact Person: Mr. Andrew Bare

Moving Images (AMI)

This course introduces studies of the Mass Media and basic elements of Animation. Topics include: What is the media? How much media are we exposed to? How does the mass media shape our lives? Students learn to manipulate ideas into a format for communication utilising 2D and 3D animation techniques. Using computer stop-motion software together with web-cam cameras for capturing, students collect, arrange and interpret visual information as part of an on-going program of ideas exploration. Students are encouraged to be critical of and selective in what they watch. The study of media as an individual discipline is also encouraged. Students develop communication skills using different media according to their capabilities and interests

Assessment Tasks

- Written: assignments, research, scripting
- Practical activities and production skills

Cost to student: \$20 (specialist video equipment & software licences)

Contact Person: Mr. Michael Shadur

Creating Music (AMD)

See how creative you can be as you compose your own compositions, and perform in groups and, if you are able, as soloist. You will use technology to help your compositions and create your own portfolios when you burn them to disk. Along the way, you will increase your knowledge of notation and aural skills and discover various styles of music.

Assessment Tasks

- Performances – solo and group
- Aural / Notation Tests
- Project
- CD folio composition.

It is expected that students will participate in an excursion to the theatre or a sound studio.

Cost to student (estimated): Excursion cost

Contact Person: Mrs. Jen Tunnicliffe

Drama – On Stage (ADO)

Students develop and enhance their skills in play building through improvisation and characterization. Students will be introduced to different styles of drama – Greek Theatre, Elizabethan Drama, Realism, Epic Theatre and Drama of the Absurd. They will also look at ritual and symbolism in drama.

Assessment Tasks

- Research project
- Journal maintenance
- Ensemble / monologue performance
- Theatre review

Course requirement: All students will be required to attend a theatrical performance and produce a theatre review

Cost to student: Excursion cost

Contact Person: Mr. Aben Alexander

Drama – Offstage (ADB)

This unit focuses on the off-stage elements of drama performance. These include set design & rigging, scenery construction, sound design & effects, costume design & making, directing, make-up design & application, choreography and stage management. Students are to select a play of particular style that interests them. This may be a One Act play or an extended scene from a longer play to which they apply a drama element. All stages of the design and construction brief must be planned and recorded in their Dram Journal. This unit will also provide improvisation and acting workshops designed to enhance performance outcomes.

Assessment Tasks

- Workshop participation
- Lighting task
- Makeup task
- Costume task

Cost to student: Excursion cost

Contact Person: Mr. Aben Alexander

HEALTH & PHYSICAL EDUCATION

Students must choose at least 1 unit per semester but no more than 2 units from Health & Physical Education.

Racquet Sports (PRS) – Hit and Not Miss

This racquet sport elective consists of Badminton, Tennis, Table Tennis and Fitness Testing. Rules, correct stroke production, efficient court coverage and tactics are all covered throughout the semester. Theory sessions will include issues that relate to successful performance in these racquet sports.

Assessment Methods

- Practical work
- Assignment and Bookwork

Cost to student: \$75.00 (hire of external venue and personal racquet)

Handball Sports (PHB) – Catch, Throw, Pass, Score

This elective consists of Basketball, Netball, Volleyball, European Handball and Fitness Testing. All sports focus on developing proficient Catching, Throwing, Passing and Scoring skills. Students will also gain an understanding of Rules, Tactics and Game Strategy for each sport. Theory sessions will include issues that relate to successful performance in these handball sports.

Assessment Methods

- Practical work
- Assignment and Bookwork
- Skill testing (Catch, Throw, Pass, Score)

Cost to student: Nil

Football Sports (PFB) – Bend it like Buddy

This elective consists of Aussie Rules, Soccer, Rugby, Gaelic Football and Fitness Testing. Proficient ball handling and kicking skills will be the major focus of this semester long subject. Rules, tactics and game strategy will also be covered in detail. Theory sessions will include issues that relate to successful performance in these footy codes.

Assessment Methods

- Practical work
- Assignment and Bookwork
- Skill assessment (Kicking, Marking and General Ball Handling)

Cost to student: Nil

Stick and Ball Sports (PSB) – Keep Your Eye on It

This elective consists of Hockey, Baseball, Softball, Cricket, Sofcrosse and Fitness Testing. The major focus of practical classes will be on hand-eye co-ordination development along with an understanding of rules, tactics and game strategy. Theory sessions will include issues that relate to successful performance in these stick and ball sports.

Assessment Methods

- Practical work
- Assignment and Bookwork
- Skill assessment

Cost to student: Nil

Trampoline Sports (PTR) – Jump in to Shape

This elective consists of Trampoline Sports and Fitness Testing.

The semester long unit focuses on developing individual trampolining skills, awareness of safety factors and an understanding of the rules involved in trampoline sports.

Theory sessions will include issues that relate to successful performance in these trampoline sports.

Assessment Methods

- Level testing using the Australian Proficiency Award Scheme
- Assignment
- Test
- Participation

Cost to student: \$80.00 (hire of venue & specialist teacher)

Dance Sports (PDS) – Dance Sports

This elective provides students with the opportunity to explore movement through different dance styles and associated activities. The unit will expose students to alternative methods of achieving and improving personal fitness levels. A number of dance styles will be incorporated as well as Yoga techniques, Pilates and Meditation. A theory component of dance history and movement will also be included.

Assessment Methods

- Active participation
- Assignment and bookwork
- Performance (Individual or Group)

Cost to student: \$30.00 (Yoga mat)

Walking for Fitness/Healthy Body (PWF) – Stepping in the Right Direction

This elective consists of a variety of activities devoted to walking.

Students will discover the health and wellbeing benefits of walking and develop an appreciation for the practice.

Students will use various monitoring devices to assess their progress.

Theory sessions will include core Health components along with issues that relate to successful performance in walking.

Assessment Methods

- Attendance and Participation
- Assignment and Bookwork

Cost to student: \$20.00 (pedometer)

Contact Persons: Ms. Michelle Newey/ Ms. Louise Cheung

TECHNOLOGY

Students must choose at least 1 units but no more than 2 units from Technology.

Computers, Media & Publicity (TCM)

The media and publicity is all around us. Words and pictures are used to promote, show, explain and sell. Get hands on experience in producing real life publications using computer technology.

Explore desktop publishing and image manipulation as you take a major role in the design and production of brochures, newsletters, posters and business stationery.

Assessment

- Design and production of a commercial quality product
- Folio of desktop publishing and image manipulation exercises

Cost to student: Nil

Contact Person: Mr. Michael Shadur/ Ms. Frances Prescott

Wooden It? (TRW)

A new and exciting Technology subject that expands on the knowledge and skills learnt in previous years. Timber is a wonderful material that can be used in a wide range of ways. The product made will be a re-designed foot stool that further scaffolds students' learning in the design and production of utilitarian consumables. The unit covers all areas of production from the idea through to quality control measures and self-assessment of the final piece.

Assessment: Production of Footstool

- Design brief and self-evaluation
- Class Journal
- Introduction to Sketch-up (ICT)
- Product design

Cost to student: \$40 (materials)

Contact Person: Mr. Leigh Newsome

Food Around the World (TFW)

Australian culture and food is very diverse with many different influences from other cultures. Students will expand their knowledge of the Australian and International cuisine by preparing foods from many different cultures including – Malaysia, Japan, China, Vietnam, France, the UK, India and Mexico. Students will begin their study examining the indigenous culture and cook with 'Aussie bush flavours'. Incorporated into the course is food design, where the major production assessment will be a class banquet.

Assessment

- Food Productions
- Design Activity – Aussie Biscuit
- Design Activity – Class Banquet
- Workbook and practical evaluations

Cost to student: \$50 (food materials) + containers/bags

Contact Person: Ms. Sharyn Halloran

Kids in the Kitchen (TFK)

This food technology course is aimed at young people who have a keen interest in food and cooking. Students will experience various ways of making interesting and nutritious food choices through examining meals and occasions. Students will prepare foods for breakfast, lunch and dinner as well as preparing foods for a BBQ, a children's birthday party and a picnic. Incorporated into the course is food design and creativity where the major production assessment will be decorated cupcakes.

Assessment

- Food Productions
- Design Activity – Designer Hamburger
- Design Activity – Designer Cup Cakes
- Workbook and practical evaluations

Cost to student: \$50 (food materials) + containers/bags

Contact Person: Ms. Sharyn Halloran

Year 9 Special Activities

Special Activities are designed to be fun, relevant, engaging and challenging. Each is designed to ensure students develop a range of skills, attitudes and values that will benefit each student during the course of their life. The Special Activities will run for 270 minutes per 10 day cycle and provide the opportunity to more easily participate in excursions or off site visits, or participate in activities that require a considerable amount of planning, setting up and extended time in order to complete the tasks.

Please note: A number of Special Activities involve costs.

CITY EXPERIENCE (RCE)

Unit Description

- Learning about Melbourne CBD
- Travelling to the city three times
- Research project

Competencies

- Understanding of topic relevant to Melbourne
- Confidently using public transport
- Knowledge of City

Cost to student: \$25 (transport costs)

Contact persons: Mr. Leigh Newsome

FILM APPRECIATION (RFA)

Unit Description

- View films of various genres
- Film analysis – written and discussed
- Visit cinema to view blockbuster films in intended setting

Competencies

- Cinema etiquette, social expectations
- Identifying the genre of a film
- Analysing and evaluating films according to set criteria

Cost to student: Cinema excursion costs (approximately \$16)

Contact Person: Mr. Michael Shadur

FUTURE LEADERS (RFL)

Unit Description

- Leadership and personal development theory and skills
- Duke of Edinburgh Bronze Award
- Prepare and undertake a 3 day camp/hike

Competencies

- CPR Training
- Hiking
- MAT Program
- Bronze Duke of Edinburgh Award

Year 9 Accelerated Program

Students selected in this program will undertake Future Leaders as a distinct group and as a compulsory Special Activity.

Cost to student: Covered by Government Grant

Contact Person: Mr. Brendan Dwyer

PUBLIC SPEAKING (RPS)

Unit Description

- Informal discussion and group work.
- Toastmasters International Youth Leadership Program.
- Structured oral activities.
- Developing oral/aural communication skills.
- Promoting self-esteem, cooperation and teamwork.
- Developing clear and logical thinking.
- Developing the capacity to respond in an impromptu manner

Competencies

- Planning
- Communication
- Group work
- Self evaluation

Cost to student: Nil

Contact person: Ms. Jessica Reidy

RECREATIONAL SPORT (RRS)

Unit Description

- This unit will give students the opportunity to participate in, and develop skills in a number of recreational sports including rock climbing, golf, fishing, ice-skating, bowling, archery and soccer

Competencies

- Teamwork
- Participation
- Demonstration of safety guidelines for various sports

Cost to student: Excursion costs (approximately \$60)

Contact Persons: Mr. Greg Whyte

MECHANICAL SYSTEMS AND TOYS (RCD)

Unit Description

Systems are used, applied and developed in all areas of human activity. Each system contains separate elements that are connected in a specific way so the system will work. In “mechanical systems and toys” students are introduced to technological systems, becoming aware of the specific inputs and outputs in relation to solving a problem, in our case toys and marble runs.

Competencies

- Developing plans to construct objects
- Using tools safely and effectively
- Cutting, sanding and shaping
- Occupational Health and Safety *On Guard* training
- Working with timber and plastics.

Cost to student: \$20 (materials)

Contact Persons: Mr. Leigh Newsome

SUSTAINABLE ENVIRONMENT (RSE)

Unit description

- Learn about the environment and sustainability
- Discover how humans are affecting the environment
- Design a plan that will create a more sustainable future in an area of interest

Competencies

- Problem solving skills
- Co-operative learning
- Self evaluation/reflection

Cost to Student: Excursion/incursion costs

Contact persons: Ms. Lani Sailors