



LILYDALE  
HIGH SCHOOL

# **SELECT ENTRY ACCELERATED LEARNING PROGRAM**

## **LEVEL 3**

## **HANDBOOK**

## **2018**

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## Table of Contents

|  |           |
|--|-----------|
| <b>ADMINISTRATION OF LEVEL 3 SEALP</b> .....   | <b>4</b>  |
| HEAD OF MIDDLE SCHOOL, HEAD OF YEAR 9/SEALP LEVEL 3, YEAR 9 CO-ORDINATORS .....            | 4         |
| <b>KEY LEARNING AREA – ENGLISH</b> .....   | <b>7</b>  |
| ENGLISH.....   | 7         |
| <b>KEY LEARNING AREA – HUMANITIES</b> .....  | <b>7</b>  |
| HUMANITIES.....  | 7         |
| <b>KEY LEARNING AREA – LANGUAGES</b> .....   | <b>8</b>  |
| FRENCH - WHERE IN THE WORLD?.....  | 8         |
| FRENCH: HEALTHY BODY, HEALTHY MIND? .....  | 8         |
| <b>KEY LEARNING AREA – MATHEMATICS</b> .....   | <b>8</b>  |
| MATHEMATICS.....   | 8         |
| <b>KEY LEARNING AREA – PHYSICAL AND HEALTH EDUCATION PHYSICAL AND HEALTH EDUCATION ...</b> | <b>9</b>  |
| <b>KEY LEARNING AREA – SCIENCE</b> .....   | <b>9</b>  |
| <b>KEY LEARNING AREA – THE ARTS</b> .....  | <b>10</b> |
| EXPLORING VISUAL ART .....   | 10        |
| EXPLORING DRAMA.....   | 10        |
| EXPLORING MUSIC PERFORMANCE .....  | 10        |
| <b>ELECTIVE SUBJECTS</b> .....   | <b>11</b> |
| <b>KEY LEARNING AREA – ENGLISH</b> .....   | <b>11</b> |
| CREATIVE WRITING .....   | 11        |
| DEBATE, DISCUSSION AND PUBLIC SPEAKING.....  | 11        |
| <b>KEY LEARNING AREA – PHYSICAL AND SPORT EDUCATION</b> .....                              | <b>12</b> |
| PHYSICAL EDUCATION (GIRLS) .....   | 12        |
| PHYSICAL EDUCATION (BOYS) .....  | 12        |
| COURT AND FIELD SPORTS .....   | 12        |
| AEROBICS.....  | 13        |
| NETBALL .....  | 13        |
| BASKETBALL.....  | 13        |
| RACQUET SPORTS.....  | 14        |
| DUKE OF EDINBURGH PROGRAM.....   | 15        |
| <b>KEY LEARNING AREA – SCIENCE</b> .....   | <b>16</b> |
| SUSTAINABILITY .....   | 16        |
| <b>Key Learning Area - TECHNOLOGY</b> .....  | <b>16</b> |
| SYSTEMS - ELECTRONICS .....  | 16        |
| TEXTILES (SEMESTER 1) .....  | 17        |
| TEXTILES (SEMESTER 2) .....  | 17        |
| WOOD TECHNOLOGY .....  | 18        |
| HOME ECONOMICS FOOD PREP SKILLS (SEMESTER 1).....  | 18        |
| HOME ECONOMICS ITS UP TO YOU (SEMESTER 2) .....  | 18        |
| GAME DESIGN .....  | 19        |
| WEB PAGE DESIGN .....  | 19        |
| COMPUTER AIDED DESIGN .....  | 19        |
| FLIGHT, DRONES AND DESIGN .....  | 19        |
| NEXT GEN DESIGN .....  | 20        |

|  |           |
|--|-----------|
| <b>Key Learning Area – THE ARTS .....</b>                            | <b>20</b> |
| ART ELECTIVES.....   | 20        |
| COMPUTERS IN ART .....   | 20        |
| CERAMICS (SEMESTER 1).....   | 20        |
| CERAMICS (SEMESTER 2).....   | 21        |
| MEDIA (SEMESTER 1) .....   | 21        |
| MEDIA (SEMESTER 2) .....   | 21        |
| VISUAL COMMUNICATION DESIGN .....                                    | 21        |
| DRAMA (SEMESTER 1) .....   | 22        |
| DRAMA (SEMESTER 2) .....   | 22        |
| INTRODUCTION TO MUSIC COMPOSITION (SEMESTER 1) .....                 | 22        |
| MUSIC – DEVELOPING MUSICAL COMPOSITION PERFORMANCE (SEMESTER 2)..... | 23        |

## ADMINISTRATION OF LEVEL 3 SEALP

### HEAD OF MIDDLE SCHOOL, HEAD OF YEAR 9/SEALP LEVEL 3, YEAR 9 CO-ORDINATORS

These staff members are the school contacts for any parent/teacher liaison.

They are responsible for:

Discipline

General organisation of the year level

Interim reports, counselling

Student/teacher contact

Student/pupil wellbeing co-ordinator contact, etc.

New enrolments, course selection and course changes.

#### FORM TEACHER

The form teacher is responsible for:

Meeting with the form on a daily basis

Recording attendance

Receiving and recording notes to cover absences

Bringing to the attention of the Coordinator any persistent absences

Checking students have read Compass News Events

Signing out-of-uniform notes

#### STUDENT WELLBEING CO-ORDINATORS

The Student Wellbeing Co-ordinators are available to see students on an individual basis for assistance with any problem or difficulties that may interfere with their progress at school. A student may seek a referral for themselves or may be referred by teaching staff or parents.

#### YEAR 9 ACTIVITIES

##### EXAMINATIONS

Level 3 students have an examination period at the end of the year. Examinations will take place in English and Mathematics.

##### STUDY SKILLS PROGRAM

Formal sessions exploring examination and study skills will be conducted before the examination period.

##### CODE OF CONDUCT PROGRAM

This program is developed to foster important skills such as resilience, good work and study habits and persistence. It also provides the chance to address the Student Code of Conduct.

##### CITY EXPERIENCE – ‘MEETING MELBOURNE’

Level 3 students may attend a City program during Term Three. This program is designed to improve student engagement by encouraging independence and responsibility. Students will work on and improve their self directed learning by completing an independent project while in the city.

Course outline:

'Meeting Melbourne' is a program designed to enable students to participate in the daily life of Melbourne. Students will enjoy the freedom of moving around Melbourne, participating in aspects of city life.

The program will enable students to develop:

Interpersonal skills

Independent learning

Confidence

Punctuality

Responsibility

Teamwork

Self-confidence

During the program, time is allocated for an independent project. Students move around the city in small groups of 4 or 5, carrying out their research. They will formulate a hypothesis with their supervising teacher prior to the commencement of the program. Students will also visit places of significance to Melbourne's cultural, sporting and political life.

There will be a fee involved with this program. Further information will be distributed to all students in 2018.

## **CAMP**

More details about a camp to Tasmania will be available later in the year.

## THE LEVEL 3 COURSE

| Subjects studied                                 | Periods per week |
|--|------------------|
| English  | 5                |
| Physical and Health Education                    | 3                |
| Mathematics                                      | 5                |
| Science  | 3                |
| Humanities                                       | 2                |
| The Arts   | 3                |
| Languages  | 3                |
| <b>Electives (Students choose two electives)</b> |                  |
| Technology                                       | 2                |
| Other  | 2                |

## THE ACCELERATED LEARNING PROGRAM STRUCTURE

How is the Program different from the mainstream?

This program provides:

a faster paced curriculum with less repetition

the opportunity to explore more abstract, complex and in depth texts and issues

the opportunity to work independently and co-operatively with other students of similar intellectual ability.

Students are given the opportunity to participate in activities such as:

Enrichment Programs:

*Mathematics Competitions*

*Science Competitions*

*Arts Competitions*

*Writing Competitions*

*Zoo and Museum Programs*

*Instrumental Music Program*

*School Production*

## KEY LEARNING AREA – ENGLISH

### ENGLISH

*UNIT CODE: 9EEA*

The course offers a balanced and integrated approach to language development, combining the three strands of writing, reading and viewing, speaking and listening. Students study and respond to increasingly complex texts, including classic, contemporary and popular texts. Through these texts students explore different perspectives on social and psychological issues. Students will develop more critical ways of reading and viewing mass media, developing an awareness of underlying values in their own and others' texts. Through class and small group discussions, students will learn to express and justify their point of view and use appropriate communication techniques, suited to their intended audience and purpose. An array of writing styles will also be studied, including formal, persuasive, creative and expository, so students can write effectively for their specified audience. Students will also focus on the development of skills required for employment and successful community engagement.

## KEY LEARNING AREA – HUMANITIES

### HUMANITIES

*UNIT CODE: 9HALP*

The Level 3 Year 9 SEAL students undertake a broad study of Humanities at Level 3. Across the year, they will cover the discipline areas of History, Geography and Economics, as well as complete a Community Inquiry based project. Through their study of History, students will examine the development of the modern world, culminating with World War 1 and a focus on the ANZAC legend and its origin. In Geography, students will study the physical and human environments from a spatial perspective, focusing on the use of different environments for agriculture, housing and recreation; as well as investigating the way in which we are interconnected with the world. Their studies of Economics will consider how the Australian economy is measured, managed and compared to other nations. Students will develop their skills in these areas, for example, through document and map analysis, essay writing and data interpretation. The Community Inquiry based project, will challenge student's ability to work collaboratively, creatively and with a broad focus of making positive change.

## KEY LEARNING AREA – LANGUAGES

### FRENCH - WHERE IN THE WORLD?

*UNIT CODE: 9LF1*

This semester students will learn to plan for outings and holidays with friends and family. They will consider suitable clothing, the weather, and food. Students will study popular holiday destinations in France such as the Mid Pyrenees region where they will encounter the rich culture of the Basque people.

### FRENCH: HEALTHY BODY, HEALTHY MIND?

*UNIT CODE: 9LF2*

In this unit, students will learn how to talk about their health and how they are feeling. They will also acquire vocabulary relating to food and meals, and learn how to order in a restaurant. They will learn about the cuisine of various regions. Students undertake a range of listening, speaking, reading and writing tasks, including individual vocabulary learning and research, as well as class activities.

## KEY LEARNING AREA – MATHEMATICS

### MATHEMATICS

*UNIT CODE: 9MMA*

The study of Mathematics will cover the following three mathematical domains: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Students will complete the following:

#### **Skills Practice and Standard Applications (SP & SA)**

Students will be required to learn standard algorithms and techniques. Students will be expected to complete class work, tests, homework and other assignments.

#### **Analysis Tasks and Application Tasks**

These activities will involve both major and minor reports. Both will involve an ability to design and evaluate a task, demonstrating comprehension of the problem, the ability to choose an appropriate problem solving and modelling strategy and the capacity to communicate the results succinctly and effectively.

#### **Homework Program**

This will consist of weekly homework sheets which require students to complete problem solving questions whilst demonstrating all of their thinking and working out.



## KEY LEARNING AREA – PHYSICAL AND HEALTH EDUCATION PHYSICAL AND HEALTH EDUCATION

*UNIT CODE: 9PPEA*

The Year 9 Physical Education program will continue to establish and develop the fundamental skills taught in Years 7 and 8. A focus will be given to developing both individual and team strategies along with game play. A component of this subject will be theory based, with students identifying a range of social and cultural factors that influence the development of personal identity and values. They will also identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They will compare and evaluate perceptions of challenge, risk and safety.

Students participate in practical activities such as fitness training and assessment, a variety of sport-based activities. They will also complete a theoretical component that includes and understanding of personal and health issues.

### ADDITIONAL INFORMATION

All students must have a PE uniform consisting of a navy polo and navy shorts. These items are available for purchase through Lowes.

Some outdoor activities cost approximately \$20.

## KEY LEARNING AREA – SCIENCE

Students will look at a particular strand of Science per term.

The Biology Unit will discuss how the human body uses the five senses. Students will investigate how pathogens can generate disease and the environmental factors that can affect the homeostatic levels of the human body. The main organs of the senses will be explored and an understanding of the teenage brain will cover the psychological issues that students face today.

The Chemistry Unit will give students an understanding of the atom and its main sub atomic particles. They will become aware of the industrial and medical uses of isotopes and the implications of radioactivity. Students will explore acids and bases that are used in the home and examine how a change in the pH of an environment can affect the stability of an ecosystem.

The Physics Unit will showcase the use of electricity and the drive for sustainable alternatives for fossil fuels. An understanding of energy in all its forms including heat will be studied, as well as energy's use in society.

Students will develop an awareness of the human impact on the environment and the need for sustainability of the environment. Natural disasters such as tsunamis, volcanoes and earthquakes will be investigated to ensure that students are equipped for the issues that they could face in the world of tomorrow.

Finally, students will have the opportunity to undertake a practical investigation of their own design on a topic of their own choice. Students will develop their skills in critical curious thinking, scientific communication and understanding of evidence based arguments.

## KEY LEARNING AREA – THE ARTS

**CORE ARTS** – Students are required to do two Core Art subjects across the year, one of which will be their choice.

They will complete a different Art subject each semester

|       |                             |
|-------|-----------------------------|
| 9AEVA | Exploring Visual Art        |
| 9AED  | Exploring Drama             |
| 9AEM  | Exploring Music Performance |

### EXPLORING VISUAL ART

*Unit Code: 9AEVA*

Exploring Visual Art aims to establish a working basis for advanced art techniques. Using starting points such as observation and research, students undertake a range of activities including drawing, painting, printmaking and mixed media. Students will study art theory, gain an introduction to art terminology and study artists related to the specific styles and techniques covered in the course. The students will be required to complete a research assignment and demonstrate skills in art criticism and analysis.

### EXPLORING DRAMA

*Unit Code: 9AED*

Exploring Drama establishes an understanding of dramatic processes involved in performance and enables students to develop their performance skills. Using a variety of scripts, we explore techniques such as research, analysis, preparation, presentation and evaluation to deliver a range of performances. Units of Study include: Exploring the Script; Understanding the Production Process; Developing Performance Skills and Analysing the Performance.

### EXPLORING MUSIC PERFORMANCE

*Unit Code: 9AEM*

This course aims to establish an appreciation for live music performance. Students explore the use of music technology whilst learning to perform using professional music equipment. Students will gain an appreciation for music performance through exploration of different styles, history and musical elements. Students will also improve their performance and practical skills on a musical instrument in a series of live performance opportunities in front of an audience.

This course is a recommended pathway to Year 10 and VCE Music. It is a companion to the Middle School Music course. It is encouraged that students be proficient on an instrument.

## ELECTIVE SUBJECTS

### KEY LEARNING AREA – ENGLISH

#### CREATIVE WRITING

*UNIT CODE: 9ECW*

The course will suit students who enjoy writing creatively and who want to extend their experience of this kind of writing. Students will have the opportunity to study different genres [types] of writing like Short Stories, Adventure, Mystery, Horror, Science Fiction and Romance. The teacher will provide examples of writing and using the models provided, and their imagination, ideas, and experience, the students will create their own pieces. Different forms of writing such as scripts and poems will be explored. The course will encourage students to follow their interests; to negotiate the topic of their major piece of work, and to develop and extend their skills.

Students will be encouraged to enter competitions and seek publication of their work.

#### DEBATE, DISCUSSION AND PUBLIC SPEAKING

*Unit Code: 9EDDP*

Students will build on their skills in speaking and listening by participating in class discussion and debates, both impromptu and prepared. They will study the structures and techniques used to make effective speeches and will write their own speeches to be delivered to a variety of audiences and for different purposes. They will work both in teams and independently and will have the opportunity to participate in activities and competitions.

#### ADDITIONAL INFORMATION

*Where possible, guest speakers will be invited to the class to enrich students' learning.*

## KEY LEARNING AREA – PHYSICAL AND SPORT EDUCATION

### PHYSICAL EDUCATION (GIRLS)

*Unit Code: 9PPEG*

This is a unit catering for girls only, where students may pursue their movement potential. It is widely accepted that at this age, the division of classes by gender for Physical Education results in maximum participation and achievement. Students will have the opportunity to negotiate a curriculum with the teacher from a selected range of activities.

#### ADDITIONAL INFORMATION

**Cost: Approximately \$20 (for out of school activities)**

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

### PHYSICAL EDUCATION (BOYS)

*Unit Code: 9PPEB*

This is a unit catering for boys only, where students may pursue their movement potential. It is widely accepted that at this age, the division of classes by gender for Physical Education results in maximum participation and achievement. Students will have the opportunity to negotiate a curriculum with the teacher from a selected range of activities.

#### ADDITIONAL INFORMATION

**Cost: Approximately \$20 (for out of school activities)**

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

### COURT AND FIELD SPORTS

*Unit Code: 9PCF*

This unit provides the opportunity for students to experience a number of court or field sports. These are generally popular activities and allow full participation for all students, developing a positive attitude toward a range of physical activities. Students will have the opportunity to negotiate a curriculum with the teacher from a selected range of activities.

#### ADDITIONAL INFORMATION

**Cost: Approximately \$10 - \$20 (for out of school activities)**

This course is available to boys and girls.

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

## AEROBICS

*Unit Code: 9PA*

Student will be given the opportunity to further develop their skills, coordination, cardiovascular fitness, flexibility, muscular strength, agility, power and endurance in a fun, structured environment. The subject allows students to work collaboratively as a team to choreograph their own routine. This will be used for the final assessment of the semester and may also be used as a competition entry (if the student chooses).

### ADDITIONAL INFORMATION

**Cost: Approximately \$20 (for out of school activities)**

This course is available to boys and girls.

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

## NETBALL

*Unit Code: 9PN*

In this unit, students are given the opportunity to develop their skills in netball. The unit also aims to develop fitness and dedication to training and coaching. It is intended that this course will provide a base from which students can be selected for the Excellence in Sports Program at Year 10. Activities include fitness training and assessment, netball skills, strategies and game play.

### ADDITIONAL INFORMATION

This course is available to boys and girls. All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

## BASKETBALL

*Unit Code: 9PBB*

In this unit students are given the opportunity to develop their skills in basketball. The unit also aims to develop fitness and dedication to training and coaching. It is intended that this course will provide a base from which students can be selected for the Excellence in Sports Program at Year 10. Activities include fitness training and assessment, basketball skills, strategies and game play.

### ADDITIONAL INFORMATION

This course is available to boys and girls.

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

## RACQUET SPORTS

*Unit Code: 9PRS*

This subject is for the students interested in racquet sports including tennis, badminton, squash and table tennis. Students will have the opportunity to develop their skills in the sports indicated with the aim of improving hand-eye coordination, racquet control, movement around the court and fitness.

### **ADDITIONAL INFORMATION**

This course is available to boys and girls.

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase through Lowes. Students must wear a hat during all PASE classes in Terms 1 and 4.

## DUKE OF EDINBURGH PROGRAM

*Unit Code: 9PDE*

This is a world-wide program aimed at developing young people's personal skills, in particular, self-confidence, resilience, teamwork, planning, personal organisation, leadership, initiative, problem solving and the ability to extend themselves outside their comfort zone. Three levels are attainable: Bronze, Silver and Gold. It is hoped that each student will meet the criteria to gain their bronze level (they have until the age of 25 to gain their silver and gold levels).

This is a *student development* program comprising of:

Service (environmental and community projects) – completed in class time

Expeditions (journeys) – completed in class time

Learning/development of a skill of your choice – completed in own time

Fitness development in an area of your choice– completed in own time

### Practical skills in Outdoor Education / Environmental Education

Students are introduced to some outdoor activities and given the opportunity to develop skills in:

- Bushwalking
- Navigation
- Camping (lightweight)
- Leadership and teamwork

**PLEASE NOTE:** Students must complete an [application form](#), which must be submitted by **Wednesday August 2, 2017**. This application form can be found on the school website. LIMITED SPACES ARE AVAILABLE.

### PREREQUISITES

Students need to have an interest in the outdoors, the environment and teamwork and leadership skill development. They must be willing to carry a backpack for 1-4 days and participate in a range of outdoor adventure activities (e.g. bushwalking, cross-country skiing, canoeing, tree planting, rock climbing, cycling).

### COSTS

**Program** – Cost per semester of \$250 (plus purchase of thermal underwear).

**Equipment** –Students must supply some personal equipment, warm clothing and food (at an additional cost).

**Once selected for this program, FULL payment of \$250 is required by 1<sup>st</sup> December, 2017.**

**There are NO REFUNDS for students withdrawing from the program.**

## KEY LEARNING AREA – SCIENCE

### SUSTAINABILITY

*UNIT CODE: 9SSUS*

This subject will involve students participating in outdoor practical tasks designed to help them identify sustainable lifestyle choices and how to put them into practice. Students will research, plan and create their own organic food gardens. They will have the opportunity to propagate and plant native seedlings in local revegetation projects as well as learn about the biodiversity of the school and its surrounds. Students who complete this course successfully will attain certificated competencies in such areas as basic plant propagation, horticulture and species identification. This subject will examine what it means to follow sustainable practices. It should also equip students with the knowledge to develop their own views on current environmental issues.

## Key Learning Area - TECHNOLOGY

Level Three students are required to take two Technology units.

**Please note:** \* Units have a course fee (additional to the standard school fees) payable at the start of the semester. Parents/students have four weeks to pay the associated fee. After this time, students will be withdrawn from practical work unless special consideration has been negotiated with the Technology Coordinator.

All Home Economics subjects require the students to have a container in which to take home their product. Recommended size: 6 litres – approximately 260 x 260 x 120 mm (to accommodate a sponge cake).

### SYSTEMS - ELECTRONICS

*Unit Code: 9TSE*

Students develop an understanding of the nature and structure of systems and show how inputs, processes and outputs are interrelated. They investigate the role of technological systems in the household and communities and consider the impact on society and the environment. Students learn about a larger range of systems: electrical, electronic and mechanical. Students examine the use of a variety of renewable energy sources for powering systems and will work with a variety of systems and participate in the design process, culminating in the production of a commercial quality project.

### ADDITIONAL INFORMATION

**There is a \$30 materials fee for this unit.**



## TEXTILES (SEMESTER 1)

*Unit Code: 9TT1*

This unit focuses on the design process as a means to develop creativity in practical problem solving skills using various materials and techniques. Students will explore and investigate the use of materials and material construction techniques.

Students are introduced to the many aspects of Textiles, including stitching, following a pattern and the safe use of sewing machines. Students will research textiles and produce a sleepwear garment with a focus on sustainability.

Tasks may include the following:

- Garment construction project
- Sewing machine licence
- Analysis/research task
- Record of work completed (electronic)
- Design folio

### ADDITIONAL INFORMATION

Students undertaking this course must be prepared to purchase the necessary material, sewing kits and an A4 display book.

**There is a \$20 materials fee for this unit.**

## TEXTILES (SEMESTER 2)

*Unit Code: 9TT2*

This unit of work aims to enhance the practical skills of students and further develop their understanding of the textiles design industry. Students will perform a number of practical tasks including machining techniques and embroidery design, printmaking and dyeing. Given a set of considerations and constraints, students will follow the design process and develop a chosen design. Students will use equipment, techniques and materials to specified levels of accuracy and precision.

Tasks may include the following:

- Cushion cover project
- Textiles analysis/research task
- Embroidery sampler & seam sampler
- Dyeing sampler
- Printmaking stencil
- Design folio
- Record of work completed (electronic)

### ADDITIONAL INFORMATION

Students undertaking this course must be prepared to purchase the necessary material, sewing kits and an A4 display book.

**There is a \$20 materials fee for this unit.**

## WOOD TECHNOLOGY

*Unit Code: 9TWT*

Students will develop their knowledge and skills in the area of wood work. Given a set of considerations and constraints, students will follow the design process and develop a chosen design. Students will use equipment, techniques and materials to specified levels of accuracy and precision. They will also prepare an evaluation of their project that demonstrates their ability to identify and comment on the design and function of their project. Students will be introduced to a range of complex joining processes and they will extend their competencies in the safe use of tools and equipment.

### ADDITIONAL INFORMATION

**There is a \$20 materials fee for this unit.**

## HOME ECONOMICS FOOD PREP SKILLS (SEMESTER 1)

*Unit Code: 9THE1*

This is a practical-skills based unit. It aims to develop basic practical skills, knowledge about safe food handling and the use of kitchen equipment. In this unit, students (using design briefs) undertake research on a variety of foods. The unit covers skills and knowledge associated with baking goods and savoury dishes.

### ADDITIONAL INFORMATION

Every effort will be made to accommodate special diets, however, it will not always be possible to cater for all diets and students may need to prepare foods they will not eat.

**A food fee of \$70.00 is required.**

## HOME ECONOMICS ITS UP TO YOU (SEMESTER 2)

*Unit Code: 9THE2*

This Home Economics unit focuses on the food we eat each day and how different technological and social factors have influenced our diet. It will be largely a practical-based unit, where students produce foods, such as homemade risotto, concluding with an evaluation. Students will use design briefs to devise options and then produce the preferred options with appropriate techniques and equipment.

Productions (practical tasks) will cover meals from lunch, dinner and snacks.

### ADDITIONAL INFORMATION

Every effort will be made to accommodate special diets, however, it will not always be possible to cater for all diets and students may need to prepare foods they will not eat.

**A food fee of \$70.00 is required.**

## GAME DESIGN

*Unit Code: 9TGD*

In this unit, students create their own games including single-player and 2-player games. They learn about designing and developing game characters, types of game play and different platforms. With simple 2D game design software such as Scratch, students program games and share them online. They then move on to building complex 3D games using the Unreal game engine, used to create games such as Batman Arkham Asylum and Street Fighter V. Students compile a portfolio over the course of the semester, consisting of designs, sketches, character maps and other materials related to the design of their games. The portfolio also contains computer code and finished programs/games.

## WEB PAGE DESIGN

*Unit Code: 9TWP*

Students will be introduced to a variety of software tools for the production of web pages. They will use design briefs to design, create and evaluate the web pages they produce. Students will be formally engaged in using HTML (Hypertext Markup Language) to create web pages as part of this unit. They will also be introduced to Java scripting and Adobe Dreamweaver. The production process for all work pieces requires students to investigate data presentation methods and processes. Students will complete an evaluation of their products. A major collaborative research project examining an emerging technology is also undertaken. All work must be submitted on line.

## COMPUTER AIDED DESIGN

*Unit Code: 9TCAD*

In this unit students reinforce their basic CAD (Computer Aided Drawing) skill through a range of set exercises using software such as Sketch-up, Turbo CAD and Blender. Students will develop skills associated with two and three-dimensional drawing, designing, rendering, extruding and scaling. These skills will be beneficial in VCE studies such as Graphic Communication, Product Design & Technology and Systems Engineering.

## FLIGHT, DRONES AND DESIGN

*Unit Code: 9TFDD*

Students will be exposed to 21st Century design skills with both hardware and software. The students will build skills in creativity, collaboration, critical thinking and communication. Students will have the opportunity to investigate the history and principles of flight, from the Bernoulli principle to automated flight control systems; design, build and test a simple kite and research, design and 3D print a drone frame. Students will complete two Common Assessment Tasks, including a digital poster creation and the presentation of their drone prototype.

## ADDITIONAL INFORMATION

There is a \$75 materials fee for this unit.

## NEXT GEN DESIGN

*Unit Code: 9TNGD*

Next Generation Design is an elective that will expose students to 21st Century design skills with both hardware and software. Students will build skills in creativity, collaboration, critical thinking and communication. The focus of this course is designing marketable, wearable tech and 3D printed items. Students will investigate modern design media, from 3D printed wearables/tech to 3D printed pop culture figures; create wearable prototypes using 3D printed designs and littlebits electronics and market their product with a focus on cost, profit margins and website creation culminating in a showcase with senior leadership and/or industry leaders in a shark tank style scenario.

## Key Learning Area – THE ARTS

### ART ELECTIVES

#### COMPUTERS IN ART

*Unit Code: 9ACIA*

Students will explore artistic possibilities using diverse themes and ideas by means of various computer software programs, including Photoshop. They will use a range of resources, including original photos and drawings, and images sourced online. They will research and explore alternative software to use at this level and apply one in the creation of artworks. Students will be required to mount and display their own artwork in an appropriate manner.

#### CERAMICS (SEMESTER 1)

*Unit Code: 9AC1*

This unit gives students the skills, techniques and confidence to develop their own creative style. Students build on clay hand building skills with the introduction of slip casting and wheel work.

The course is designed to give students a wide range of choice. The introductory task introduces students to the Sgraffito decorating technique - students can choose a vase, bottle, bowl, decorative sphere or cup form and decorate using a sgraffito design of their choice.

The major task is the 'Distorted House'. Students create a house form and enhance this with their choice of theme; choosing techniques most suitable to achieve their design aims. Houses can be functional – a container, candle/light piece, garden planter, bird house etc. or a purely decorative piece.

The final task sees students creating a plate and using street art stencil techniques to decorate.

Tasks may include the following: large coiled or slab-built form; slip casting; stencil plate and wheelwork.

## CERAMICS (SEMESTER 2)

*Unit Code: 9AC2*

The course is designed to give students a wide range of choice to develop their own style and continue to develop their own strengths in working with the clay medium.

The introductory task focuses on creating a functional bowl or cup with a spoon. The major practical task is the 'Pop Culture Jar'. Students use the coil technique to build a large cookie jar sized vessel with a theme drawn from popular culture (for example, a cartoon character or animal head).

Students will also explore the electric pottery wheel and using liquid clay/slip, to pour into moulds, creating pieces they can decorate and use.

Tasks may include the following: large coiled or slab-built form; slip casting; stencil plate and wheelwork.

### **ADDITIONAL INFORMATION**

Students who took 9AC1 in Semester 1 may continue with 9AC2 in Semester 2. Students may take 9AC2 even if they were not in 9AC1 in Semester 1.

## MEDIA (SEMESTER 1)

*Unit Code: 9AME1*

This is a practical course designed to introduce students to a range of software programs and technical equipment. Students will work in groups to plan and develop media productions.

Tasks may include the following: Taking digital photos and manipulating them in Photoshop, Print project: magazine or newspaper produced in InDesign and a 30-minute Podcast: audio sequence created in Garage Band.

Areas of study are digital photography and image manipulation and print production.

## MEDIA (SEMESTER 2)

*Unit Code: 9AME2*

This is a practical course designed to introduce students to a range of software programs and technical equipment. Students will work in groups to plan and develop media productions. Tasks may include the following: Video created from still images, Motion video – a short film, advertisement or documentary and a Podcast: audio sequence created in Garage Band.

Students can complete: Semester 1 only, Semester 2 only or both Semesters 1 and 2.

## VISUAL COMMUNICATION DESIGN

*Unit Code: 9AVCD*

Students will produce a folio that covers a range of visual communication skills and techniques. A variety of topics will be produced for a specific audience. Students will analyse and interpret visual communications (e.g. film posters) produced by others. Tasks may include the following: Sketchbook of ideas and development work, Perspective drawing or Designs created using the design process.

## DRAMA (SEMESTER 1)

*Unit Code: 9AD1*

Year 9 Drama teaches students the dramatic elements involved in performance and exposes students to various performance styles. The units of study include; Dramatic Elements, Melodrama, Epic Theatre, Naturalism and Responding to stimulus.

Participation in this unit may require: attendance at, and participation in, workshops; preparation and presentation of performances; reflective and analytical journal/workbook and design tasks.

## DRAMA (SEMESTER 2)

*Unit Code: 9AD2*

This course encourages students to work in a variety of ways to explore theatrical conventions involved in performance whilst looking at a range of performance styles. The course also aims to develop students' expressive skills and acting abilities.

Each unit explores skills, techniques and processes in order to identify, analyse and show an understanding of drama from various social and cultural groups. The units of study include: Transformation Techniques; Physical Theatre; Expressionism and Gothic Drama.

Working in small groups, the students will also rehearse and present a dramatic piece from either the Soap Opera or Physical drama units as a public performance.

Participation in this unit may require: attendance at, and participation in, workshops; preparation and presentation of performances; reflective and analytical journal/workbook and design tasks.

### **ADDITIONAL INFORMATION**

Students can complete: Semester 1 only, Semester 2 only or both Semester 1 and 2. Students are not required to have completed 9AD1 in order to study 9AD2.

## INTRODUCTION TO MUSIC COMPOSITION (SEMESTER 1)

*Unit Code: 9AM1*

This course aims to establish an appreciation for music composition. Students learn about the history of music including composers and famous compositions. Students learn appreciation for famous compositional melodies and gain an understanding of their qualities through knowledge of the elements of music. Students extend their performance and practical skills whilst gaining an understanding of improvisation in music. Students learn to arrange music through the use of music technology.

This course is a recommended pathway to Year 10 and VCE Music. It is a companion of the Middle School Music course. It is encouraged that students be proficient on an instrument.

## MUSIC – DEVELOPING MUSICAL COMPOSITION PERFORMANCE (SEMESTER 2)

*Unit Code: 9AM2*

This course aims to establish an appreciation for styles and explore music skills in performance, composition and music technology. Students will gain an appreciation for musical styles, history and advanced musical elements. They will also extend their performance and practical skills as well as compositional understanding. Students will learn how to arrange music for instruments other than their own and create original pieces of music.

This course is a recommended pathway to Year 10 and VCE Music and is a companion to the Middle School Music core program.

### **ADDITIONAL INFORMATION**

Students are encouraged to learn an instrument either privately or through the school Instrumental Music Program.