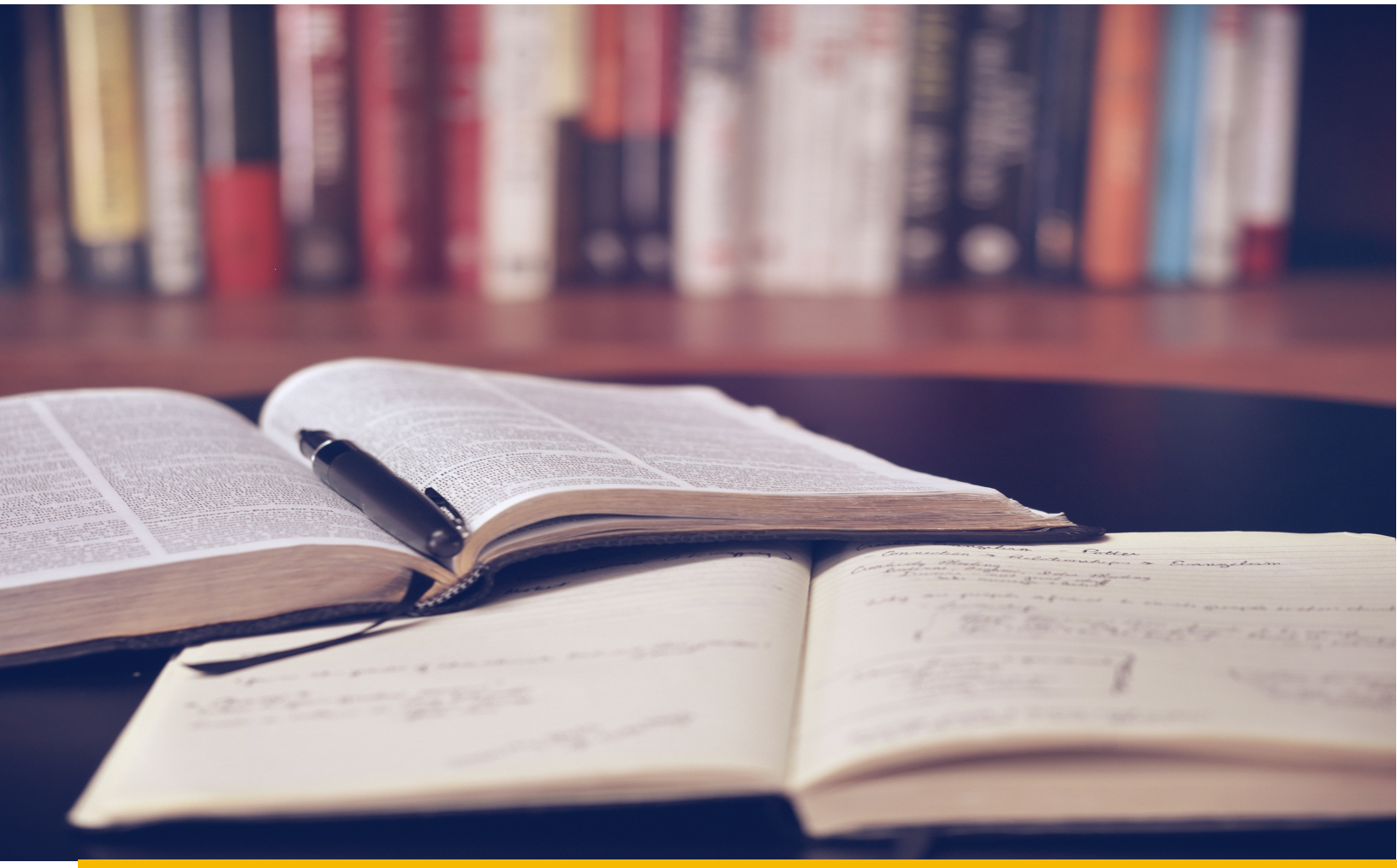
LILYDALE
HIGH SCHOOL

RESPICE LUCEM



YEAR 9 HANDBOOK

Introduction

The purpose of this handbook is to support students and their families to select an appropriate course of study for Year Nine. As students prepare to move into Middle School, the opportunity to follow their passions and select subjects that inspire and challenge them is one to be relished.

To support students and families to make their decisions, students will have an information session at school regarding the subject selection process, and families are encouraged to attend Middle School Information Evening with their child. Students should consider their decisions carefully, and discuss their choices with their families before submitting subject selections. We are proud to offer a program that will challenge and inspire you.

The subject selection handbook outlines all of the elective subjects that are available to be chosen in addition to the core subjects that are studied in Year Nine, with specific information about the make up of each subject found on individual subject pages later in the booklet. Students and parents are encouraged to read through the subject descriptions to ensure that all subjects chosen are the 'right fit' and will be stimulating in their place as part of a balanced timetable.

Building Your Timetable

All Year Nine students are required to study subjects from each Key Learning Area (KLA), with the exception of Languages. Students will have a set 'core' program that will then be complemented by elective units. This process is outlined in the graphics below.

English Year Nine Core English	**Maths** Year Nine Core Maths	**Science** Year Nine Core Science
Art Students to choose a core Art subject from three options: Visual Art Performing Art Music	**PASE** Year Nine Core Physical Education	**Humanities** Students to study a semester each of History, Geography and Economics throughout the year.

Elective Subjects

Students are to choose eight elective subjects, following these guidelines:

3 Subjects must be from the Technology KLA
1 Subject must be from the Arts KLA
2 Subjects must be from the PASE KLA

The remaining 2 subjects can be selected from any Key Learning Area.

Sample Subject Load

The below table outlines a possible subject load for a Year Nine student, with the core subjects included and electives chosen around them. Please note that this sample is for illustrative purposes only.

Semester One	Core English	Core Maths	Core Science	Core P.E	Core Humanities: History
	Core Humanities: Economics	Core Arts Choice: Visual Art	PASE Elective: Aerobics	Technology Elective: Textiles A	Elective: Science - Sustainability

Semester Two	Core English	Core Maths	Core Science	Core P.E	Core Humanities: Geography
	Technology Elective : Web Page Design	Arts Elective: Media	PASE lective: Court and Field Sports	Technology Elective: Textiles B	Elective: English - Creative Writing

The subject choices available to students are presented in the following pages. Firstly, they are organised by Key Learning Area in a graphic form, secondly through a subject-by-subject description which provides further detail as to what is involved and what is learned in each subject.

Arts
Students must take one core and one elective subject per year.

Core Subjects (one to be chosen)
Exploring Drama
Exploring Visual Art
Exploring Music Performance

Elective Subjects
Ceramics
Computers in Arts
Drama
Dance
Media
Music - Introduction to Music Composition
Music - Developing Musical Composition Performance
Visual Communication Design

English
Students will study core English as a requirement. Students will have the choice from elective subjects if they wish.

Core Subject
Core English

Elective Subjects
Creative Writing
Debate, Discussion and Public Speaking

Humanities Students will study each of the three core subjects throughout the year. **Core Subjects** Economics History Geography	**Languages** Students who wish to continue their study of Indonesion or French can do so, however this is not a compulsory requirement. **Elective Subjects** French Indonesian
Mathematics Students will study core Mathematics as a requirement. Students will have the choice from elective subjects if they wish. **Core Subject** Core Mathematics **Elective Subjects** Bridging Maths	**PASE** Students will study core P.E and are required to choose to further PASE electives. **Core Subject** Physical Education **Elective Subjects** Aerobics Court and Field Sports Duke of Edinburgh Program EIS Basketball EIS Football EIS Netball Physical Education - Boys Physical Education - Girls Racquet Sports
Science Students will study core Science as a requirement. Students will have the choice from elective subjects if they wish. **Core Subject** Core Science **Elective Subjects** Sustainability	**Technology** Students are to choose a minimum of three Technology electives for the year. **Elective Subjects** Dynamic Design Flight, Drones and Design Food Studies - Food Preparation Skills Food Studies - It's Up to You Next Generation Design Systems - Electronics Textiles Web Page Design Wood Technology

Additional Notes

Subjects in the areas of Arts and Technology with titles ending in A and B are not sequential. Therefore, students can study one, or both of the electives in any order throughout the year.

Students interested in applying for the ADP, EIS or Duke of Edinburgh programs can look through the information below which outlines applications processes and other useful information.

Excellence in Sport (EIS) Program

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.

The Excellence in Sport Program allows students to combine their studies and intensive training in basketball, netball and Australian Rules Football. Students integrate their training commitment into the normal school program, enabling them to excel in their studies and chosen sport. The Excellence in Sport Program is appropriate for students who wish to develop their skills to the best of their ability, or for athletes who are already training at an elite level. Students will participate in intensive training sessions designed to develop their skill and fitness levels, including resistance training specific to their sport. These sessions will be conducted by experienced teachers with specialist knowledge in the student's preferred sport. Students will have the opportunity to participate in sporting competitions exclusive to the Excellence in Sport Program.

Expectations: Students must be committed and have a strong desire to improve. Each of the Excellence in Sport Programs comes with high expectations and workload. Students must be passionate about striving to achieve to the best of their ability in their chosen sport.

Places in these programs are limited. If demand exceeds places available, experience/ tryouts may be used to determine successful applicants.

Approximate cost for each individual EIS subject $150

Uniform Fee (Paid in first year of program) $100

PLEASE NOTE THESE FEES ARE IN ADDITION TO THE NORMAL SCHOOL FEES.

The full payment for these programs is required BEFORE the end of the 2019 school year to confirm enrolment in the program.

Applications for the EIS program are due Friday 26th July.
Testing for the program will be conducted during the week beginning Monday 29th July.

Duke of Edinburgh Program

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 July 31st, 2019. 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 30th November, 2019. There are NO REFUNDS for students withdrawing from the program.

Athlete Development Program

The Athlete Development Program (ADP) is designed to cater for aspiring athletes from any sporting field and will consist of both a sporting focus as well as an academic focus. The Athlete development program is a two year program, running for both Year 9 and Year 10. Students are required to commit to the program for both years. Involvement in the program does have an impact on the subject choices that students can make, in particular, at Year 10.

Students selected for the ADP will be allocated to the same form group at Year 9 and will have a regular Year 9 timetable, however, it will be compulsory for the students to undertake a Select Entry Elective named Athlete Development. This compulsory component of the Program will run as a 3 period elective.

The ADP will involve the students partaking in sessions designed to give them an understanding of the requirements of becoming an elite athlete. During this time, students will undergo a strength and conditioning program under the supervision of a qualified strength and conditioning coach. Students will also undertake nutritional sessions along with sports psychology sessions which will focus on things such as goal setting and time management.

The program also comprises a unique academic focus. The students will complete the same core subjects as required in a standard Year 9 course, however, the students will receive a tailored curriculum, which at times, will use sport as a context to further engage the students in their school work. English, Maths, Humanities and Science will at times, vary from the mainstream coursework in order to cater for students in the ADP. Each of the subjects previously listed form the CORE component of the ADP and will therefore be undertaken as a form group.

Application Process

There is a maximum of 25 students allowed to partake in the ADP, therefore, there is a selection process that includes the completion of an application form, as well as a fitness-testing component. The fitness-testing will involve the 20M Shuttle Run Test, the 20M Sprint Test and the Vertical Jump Test. The information provided within the application form, along with the results from the fitness testing will be used to rank students, with the top 25 students receiving a spot in the program.

Applications for the ADP program are due Friday 26th July.
Testing for the program will be conducted during the week beginning Monday 29th July.

9 Ceramics A

Year 9

OVERVIEW

This course gives students the opportunity to build on the technical skills of handbuilding with clay introduced in year 8. Students can choose to enrol in either Ceramics A or B, or complete both.

They will design and create using moulds, slab, pinch and coil construction pieces that can then be used in the home, such as cups/mugs, plates, bowls and larger vase/fountain or lamp/lantern piece. Students will make informed choices between their artworks serving a function or being purely decorative.

They will develop a range of decoration techniques including how to use stencils, sprig moulds and layered coloured glazes and underglazes, as well as Japanese transfer paper.

Students will also produce a slip cast functional piece, exploring industry processes.

WHAT STUDENTS WILL LEARN

Students will explore and utilise clay as a functional and expressive medium. Reinforce and refine the development of basic hand building techniques - pinch, slab and coil methods.

Design ceramics - with a consideration to functionality and design principles

Develop more advanced decoration and construction techniques - texture and colour - use of under glazes, slip casting - industry processes

Develop an understanding of and appreciation for the need for safety in the ceramics studio.

POSSIBLE FUTURE PATHWAYS

Ceramics provides students with creative thinking and problem solving skills and provides opportunities for strengthening collaborative and individual project management skills. These skills are transferable into many future pathways across a range of subject areas.

Problem solving and analysis skills developed in folio building are required skills in a range of yr 10 courses across a wide range of areas.

Possible links to further study.
Yr 10 Ceramics
Yr 10 Painting Drawing
Yr 10 Visual Communication
Yr 10 Theatre Studies
Yr 10 Photography

9 Ceramics B

Year 9

OVERVIEW

This course gives students the opportunity to build on the technical skills of handbuilding with clay introduced in year 8. Students can choose either Ceramics A or B, or both, each course offers different techniques and focuses.

In 9ACB Students will design and create using moulds, slab, pinch and coil construction. Students will explore clay as way to communicate concepts, themes and ideas. They will experiment with additives to clay to create interesting surface texture. They will develop a range of decoration techniques including how to use oxides and coloured glazes and underglazes as well as Japanese transfer paper and wax resist.

Students will be introduced to the pottery wheel and learn to centre and produce a basic cylinder.

Students will also be introduced to simple glass slumping and fusing processes.

WHAT STUDENTS WILL LEARN

Students explore and utilise clay as an expressive medium, reinforce and refine the development of basic hand building techniques - pinch, slab, and coil methods.

Design ceramics - more complex designs, simple armature

Develop more advanced construction and decoration techniques -simple glass slumping/fusing, texture and colour - use of under glazes and additives.

Develop an appreciation and response to the clay work of others
pottery wheel techniques.

Develop an awareness and appreciation of the need for safety in the ceramics studio.

POSSIBLE FUTURE PATHWAYS

Ceramics provides students with creative thinking and problem solving skills and provides opportunities for strengthening collaborative and individual project management skills. These skills are transferable into many future pathways across a range of subject areas.

Problem solving and analysis skills developed in folio building are required skills in a range of yr 10 courses across a wide range of areas.

Possible links to further study.
Yr 10 Ceramics
Yr 10 Painting Drawing
Yr 10 Visual Communication
Yr 10 Theatre Studies
Yr 10 Photography

9 Computers in Arts

Year 9

OVERVIEW

Computers in Art gives students the skills to create and edit art on a computer. They use photos from different sources, including their own pictures, as the basis for a range of artworks. They develop their understanding of the use of colour and shade. Students begin to develop an understanding of different styles and presentation techniques, and the ability to create artworks for different audiences.

WHAT STUDENTS WILL LEARN

Students use software such as Adobe Photoshop to combine, enhance and edit images. They present their artwork in a digital portfolio and are able to explain the purpose and development of their creations.

They start to develop an understanding of how design elements are used to change the effect of images on the viewer. They also investigate the different purposes of digital art, and the principles that are used in their creation.

POSSIBLE FUTURE PATHWAYS

Computers in Art provides students with creative and computing skills. These skills are transferable into many future pathways across a range of subject areas.

Presentation and design skills are required skills in a range of yr 10 courses across a wide range of areas.

Possible links to further study:
Yr 10 Computer Art
Yr 10 Visual Communication
Yr 10 Photography
Yr 10 Web Design
Yr 10 Games and Animation

9 Drama A

Year 9

OVERVIEW

This course provides opportunities for students to explore dramatic forms and develop their skills in performance. Students will use the elements of drama to examine performance styles, situations and issues that are relevant to their lives and will create, perform, discuss and analyse drama.

The Units of Study in 9 Drama A include:

Dramatic Elements; the backbone of drama
Paper Scissors Rock; approaching stimulus material
Melodrama; heroes and villains
Epic Theatre; the world around us

WHAT STUDENTS WILL LEARN

Students will participate in practical workshops to devise and present small group performances. They will practise and refine their use of expressive skills to portray a range of characters and develop their performance skills in preparing work for presentation. Students will use Drama terminology to analyse and evaluate their work and the work of others.

POSSIBLE FUTURE PATHWAYS

Drama provides students with a range of interpersonal skills such as creative thinking, communication, confidence, problem-solving, teamwork, perseverance and the ability to accept feedback. Drama may also provide a pathway to other areas of study including

Possible links to further study:
Year 10 Drama
Year 10 Theatre Studies
VET Acting (Screen) Certificate III

9 Drama B

Year 9

OVERVIEW

Drama is a great way to work creatively and collaboratively with others in a relaxed and supportive environment. This course explores a range of performance styles that give students the opportunity to further develop their acting skills and confidence on stage.

The Units of Study in 9 Drama B include:

Conventions; transformation and symbol
Expressionism; distorting reality
Physical Theatre; express yourself
Gothic Drama; ghosts and ghouls

WHAT STUDENTS WILL LEARN

Students will participate in practical workshops to devise and present small group performances. They will practise and refine their use of expressive skills to portray a range of characters and develop their performance skills in preparing work for presentation. Students will use Drama terminology to analyse and evaluate their work and the work of others.

POSSIBLE FUTURE PATHWAYS

Drama provides students with a range of interpersonal skills such as creative thinking, communication, confidence, problem-solving, teamwork, perseverance and the ability to accept feedback. Drama may also provide a pathway to other areas of study including

Possible links to further study:
Year 10 Drama
Year 10 Theatre Studies
VET Acting (Screen) Certificate III

9 Dance

Year 9

OVERVIEW

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches. Dance is designed to develop students' understanding and appreciation of dance as an art form that is based on innovation, creativity and spontaneity, as well as the investigation and communication of ideas, themes and concepts.

There are no prerequisites, however a background in some form of dance and/or movement experience prior to the commencement is beneficial.

WHAT STUDENTS WILL LEARN

Students will use sources of inspiration to generate, choreograph and present performances of complete dance works. They will study the physical structure of the body as well as learning to apply safe dance practice, practice dance skills and improvisation, learn a group routine and choreograph a full routine. Students will also examine and study the use of time, space and energy in their own work and the work of other choreographers

POSSIBLE FUTURE PATHWAYS

Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism and may also provide pathways to further study in

Possible links to further study:
Year 10 Drama
Year 10 Theatre Studies
Year 10 PASE (aerobics)

9 Exploring Drama Core

Year 9

OVERVIEW

This course is a great way for students to explore both scripted and devised works. Students will participate in workshops examining production roles and the skills needed to take a play script from page to stage. Students will also use a variety of stimulus material to devise works of their own in small groups.

The Units of study are:

Exploring Scripts: script interpretation, production areas, the audition process, acting and character development, rehearsal and presentation of a performance

Exploring Devised Drama: using stimulus material, applying play-making techniques, improvising, developing character, rehearsal and presentation of a performance

WHAT STUDENTS WILL LEARN

Students will participate in practical workshops to interpret scripts, take on production roles and bring a script to life on stage. They will apply expressive skills to portray characters and develop their performance skills in preparing work for presentation. Students will also use a range of stimulus material such as poetry, song and images, to creatively devise their own performance work in small groups. Students will use Drama terminology to analyse and evaluate their work and the work of others.

POSSIBLE FUTURE PATHWAYS

Drama provides students with a range of interpersonal skills such as creative thinking, communication, confidence, problem-solving, teamwork, perseverance and the ability to accept feedback. Drama may also provide a pathway to other areas of study including

Possible links to further study:
Year 10 Drama
Year 10 Theatre Studies
VET Acting (Screen) Certificate III
Year 10 Textiles (costume)
Year 10 Ceramics (prop making)
Year 10 Wood Technology (set design)

9 Exploring Music Performance Core

Year 9

OVERVIEW

This course is all about the behind-the-scenes aspects of gigs and explores the various aspects of music performance and the music industry. The course includes the study of performance venues, working with sound and PA equipment, audience Interaction, choreography and lighting. Students will develop microphone technique, how to set up for a gig and to work with music equipment safely. The units of study include

MUSICAL EQUIPMENT AND GEAR KNOWLEDGE
Music industry careers
Music equipment safety
Live performance setup

STAGECRAFT AND MUSICAL ELEMENTS
Elements of Music
Stagecraft elements

LIVE PERFORMANCE FOR AN AUDIENCE
Practical Activities to improve technique
Rehearsal skills and techniques
Formal group performance for an audience

WHAT STUDENTS WILL LEARN

Students will learn about performance conventions, stagecraft elements, performance gear and equipment. They will explore the elements of music including tempo, dynamics,
timbre and instrumentation and will participate in practical workshops to develop their understanding of effective rehearsal skills and techniques. The course also looks closely at the role of the performer including audience engagement and dealing with stage fright. Students will develop their ideas and understanding of music performance through rehearsal, culminating in a formal performance to an audience. Students will also develop skills in analysis of their own work and the work of others.

POSSIBLE FUTURE PATHWAYS

Exploring music develops students' interpersonal skills in communication, teamwork, problem solving and confidence. The musical knowledge and performance skills are foundational for further study in music and may also provide pathways to the study of:

Possible links to further study:
Instrumental Music
Year 10 Music Performance
VCE Music Performance Unit 1/2

9 Exploring Visual Art Core

Year 9

OVERVIEW

Exploring Visual Art provides students who want to build creative skills with a solid base in a range of practical media. They develop observational skills and use these to create a range of artworks. they start developing their understanding of Art as a form of communication and discuss how artworks reflect life, culture and history. They learn how to interpret meanings and messages and begin to develop the ability to express themselves through their artworks.

WHAT STUDENTS WILL LEARN

Students use the design process to work through ideas and develop finished artworks. They record their progress in a folio and annotate their decisions and practical approaches as they work towards completing finished artworks.

They start to develop an understanding of how artists express ideas and messages through artworks and discuss how artists have used the design elements and principles to achieve specific effects, meanings and messages.

POSSIBLE FUTURE PATHWAYS

Exploring Visual Art provides students with creative thinking and problem solving skills. These skills are transferable into many future pathways across a range of subject areas.

Problem solving skills developed in folio building are required skills in a range of yr 10 courses across a wide range of areas.

Possible links to further study.
Yr 10 Painting Drawing
Yr 10 Visual Communication
Yr 10 Theatre Studies
Yr 10 Photography
Yr 10 Ceramics

9 Media A

Year 9

OVERVIEW

Year 9 Media is a practical course designed to introduce students to the skills required to analyse and construct a range of Media. They develop their ability to use a range of software programs and technical equipment. Students work in groups to plan and develop media productions that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes. Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.

WHAT STUDENTS WILL LEARN

Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences,

Students create media productions including, Print Media, Digital Photography and photoshop, Podcasts.

Develop skills in the use of various technologies and software.

Analyse and evaluate how technical and symbolic elements are manipulated in media artworks

POSSIBLE FUTURE PATHWAYS

Media is a good base for students who wish to continue to develop creative thinking and problem solving skills.

It develops skills in the use of a range of technologies, design and folio building which is a skill required in a range of VCE subjects.

Possible links to Further study:
Year 10 Photography
Year 10 Painting and Drawing
Year 10 Visual Communication
VCE Media

9 Media B

Year 9

OVERVIEW

Year 9 Media is a practical course designed to develop students skills in analysing and constructing a range of Media. They develop their ability to use a range of software programs and technical equipment. Students work in groups to plan and develop media productions that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes. Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.

WHAT STUDENTS WILL LEARN

Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences,

Students create media productions such as videos created from still images, motion videos - a short film, advertisements or documentaries and Podcasts

Develop skills in the use of various technologies and software.

Analyse and evaluate how technical and symbolic elements are manipulated in media artworks

POSSIBLE FUTURE PATHWAYS

Media is a good base for students who wish to continue to develop creative thinking and problem solving skills.

It develops skills in the use of a range of technologies, design and folio building which is a skill required in a range of VCE subjects.

Possible links to further study:
Year 10 Photography
Year 10 Painting and Drawing
Year 10 Visual Communication
VCE Media

9 Music - Introduction to Music Composition

Year 9

OVERVIEW

This course is designed for students to develop their musical knowledge and music performance skills in improvisation. Students will be taught the elements of music and basic music theory and will develop their listening skills to analyse specific performance aspects. Units of study include:

MUSIC COMPOSITION ANALYSIS
Composition history, composers and songwriters
Elements of music

MUSIC THEORY AND COMPOSITION SKILLS/DEVICES
History of music notation
Major scale pattern
Recording music
Electronic composition

IMPROVISATION IN PERFORMANCE
Soloing in music
Improvisation styles
Variation of a common theme

WHAT STUDENTS WILL LEARN

Students will explore a variety of musical styles and genres. They will learn the elements of music involved in a performance such as basic music notation, melody, rhythm and tempo. Students will apply these skills to critique a live performance and will work together in groups to prepare and perform a short piece of music in front of an audience.

POSSIBLE FUTURE PATHWAYS

This course develops students' musical knowledge and music performance skills that are foundational for further study in music. These skills are required in VCE Music Performance. The study of Music in Year 9 may also provide pathways to the study of:

Possible links to further study:
Instrumental Music
Year 10 Musical Performance
VCE Music Performance Unit 1/2

9 Music - Developing Musical Composition Performance

Year 9

OVERVIEW

Fancy yourself as a songwriter? This course focuses on songwriting and the harmonic structure of music. Throughout the unit, students will develop skills in music composition in order to write and perform their own works. Students will develop an appreciation of famous songs and songwriters and improve their understanding of the elements of music through listening and playing. Units of study include:

MUSIC COMPOSITION ANALYSIS
Musical structure
Famous songwriters and harmony in music

MUSIC THEORY AND COMPOSITION SKILLS/DEVICES
Music scores
Chord progressions
Diatonic harmony

SONGWRITING PERFORMANCE
Songwriting
Performance recording

WHAT STUDENTS WILL LEARN

Students will participate in activities that investigate the history of songwriting and musical scores. They will explore composition devises and develop skills in chord progressions and diatonic harmony. Students will gain knowledge of the elements of music and apply effective rehearsal processes to compose a themed piece of music consisting of lyrics and melody. Students will also analyse and evaluate their own work and the work of others.

POSSIBLE FUTURE PATHWAYS

This course develops students' musical knowledge of composition which is foundational for further study in music. These skills are required in the study of VCE Music Performance and may also provide pathways to the study of:

Possible links to further study:
Instrumental Music
Year 10 Musical Performance

9 Visual Communication Design

Year 9

OVERVIEW

In levels 9 Visual Communication students build their understanding of how designers communicate ideas with a specific purpose, to a targeted audience. They develop design skills in a range of media both hand drawn and digital. Students reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to generate their own ideas when producing a range of visual communications.

WHAT STUDENTS WILL LEARN

Students develop design skills in various drawing methods including perspective, isometric.

Students use various drawing methods to create generate, develop and refine visual communication presentations in response to a brief

Students develop an understanding of different fields of design, communication, industrial and environmental fields.

POSSIBLE FUTURE PATHWAYS

Visual Communication is a good base for students who wish to continue to develop creative thinking and problem solving skills. It leads onto Year 10 Visual Communication.

It develops skills in design and folio building which is a skill required in a range of VCE subjects.

Possible links to further study:
Art
Studio Art
Theatre Studies
Visual Communication
Media

9 English ADP

Year 9

OVERVIEW

Year 9 English ADP explores the purpose of advertising and how to persuade using a range of examples inclusive of the sports industry, the art of being subtle in writing, skills in writing text response essays and how to speak effectively in various contexts through public speaking and debate.

WHAT STUDENTS WILL LEARN

The purpose of advertising
Students will investigate and become familiar with the language of advertising and in particular the sports industry. They will work within teams to create a pitch for a product intended for a specific audience.

The art of being subtle
Students will learn to write with an emphasis on metaphor, nominalisation and satire. Students can use their own sporting experiences to assist in creating a range of different styles of writing.

Analytical Response
Students will study a text based on the challenges of the world of competition and sport, further developing their ability to write paragraphs in an extended response to a question.

Public Speaking and Debate
Students will learn the format of a debate and how to develop and interpret arguments. Students investigate the use of language to persuade their audience.

POSSIBLE FUTURE PATHWAYS

The study of English at Year 9 will prepare students for studying English at Year 10 and VCE. Students who enjoy this subject may find further engagement in Year 10 electives or VCE subjects.

Possible links to Year 10 subjects include:

Year 10 English Core
Year 10 English Literature
Year 10 Craft of Writing

Possible links to VCE subjects include:

English
English Language
Literature

9 Creative Writing

Year 9

OVERVIEW

Writing is a powerful gift. It holds the ability to create alternative realities or explore the ones that exist through a unique perspective. Creative Writing in Year 9 is an opportunity to create imaginative written texts, focusing on the planning, development, editing and polishing of texts in order to understand and engage with the writing process. Students will consider the way that published authors develop their ideas and bring them to life.

WHAT STUDENTS WILL LEARN

Short Stories
Students develop their understanding of the components of a short story. They will work on the planning, drafting and editing process through the course of the term and implement feedback on their work, resulting in a complete short story.

Novels
Students develop their ability to create a detailed plan for an extended text. They develop their ideas through thorough planning, culminating in an extended outline of the plot, and a completed first chapter.

POSSIBLE FUTURE PATHWAYS

The completion of Creative Writing links to the study of English in middle and senior school, as well as to The Craft of Writing elective at year 10.

Possible links to VCE subjects include:
VCE English
VCE Literature

9 Debate, Discussion and Public Speaking

Year 9

OVERVIEW

Students will build on their skills in speaking and listening by participating in class discussions and debates, both impromptu and prepared. They will study the structure and techniques for making 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, with the opportunity to participate in competitions.

WHAT STUDENTS WILL LEARN

Debating
Students will contribute in teams to prepare and participate in formal and informal debates.

Discussion
Students will participate in impromptu and prepared discussions. They will practise techniques to allow them to engage in discussions in more focused and fruitful ways.

Public Speaking
Students will develop the skills to be able to present informative and persuasive speeches.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:

English
Drama
Theatre Studies

9 English Core

Year 9

OVERVIEW

Year 9 English Core explores the purpose of advertising and how to persuade, the art of being subtle in writing, skills in writing text response essays and how to speak effectively in various contexts through public speaking and debating.

WHAT STUDENTS WILL LEARN

The purpose of advertising
Students will investigate and become familiar with the language of advertising. They will work within teams to create a pitch for a product intended for a specific audience.

The art of being subtle
Students will learn to write with an emphasis on metaphor, nominalisation and satire.

Analytical Response
Students will study a text and further develop their ability to write MEAL paragraphs in response to a topic.

Public Speaking and Debating
Students will explore the format of a debate and to develop and interpret arguments. Students investigate the use of language to persuade their audience.

POSSIBLE FUTURE PATHWAYS

The study of English at Year 9 will prepare students for studying English at Year 10 and VCE. Students who enjoy this subject may find further engagement in Year 10 electives or VCE subjects.

Possible links to Year 10 subjects include:

Year 10 English Core
Year 10 English Literature
Year 10 Craft of Writing

Possible links to VCE subjects include:

English
English Language
Literature

9 Humanities ADP

Year 9

OVERVIEW

In this subject students will study both History and Geography, with a focus on sport.

Within History, students will explore significant events which have shaped the kind of world we live in today - from the Industrial Revolution, through to Colonisation, and culminating in an analysis of World War I.

Within Geography, students will explore significant aspects of the world we live in today - from biomes, through to the environmental impact of food production, and the variety of ways in which people and places are connected to one another. This will culminate in an ethical analysis of a global issue.

WHAT STUDENTS WILL LEARN

History
The unit equips students with tools to evaluate historical documents in greater depth, using a variety of resources. Students construct their own interpretations around the significance of historical events through analysing textual, visual and multimedia-based sources. They also examine the influence of different value systems upon one's perception of the past. Students will also investigate connections with sport and society.

Students practise employing evidence persuasively to support assertions. In the process, they consolidate their understanding of primary and secondary sources of historical evidence, as well as developing academic research skills. This includes identifying reliable references and becoming increasingly familiar with established bibliographical frameworks.

Geography
Students will learn about their connection to the wider world and the impact of their decisions as consumers on the environment and the lives of others. Students will also investigate how sport is both related to and affected by these ideas.

This course equips students with tools to evaluate ethical considerations in greater depth. Students practise employing evidence persuasively to support assertions and, in the process, they consolidate their understanding of the various ethical dilemmas surrounding issues. Students will further develop academic research skills, including identifying reliable references and becoming increasingly familiar with established bibliographical frameworks.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge taught in this subject link directly to:

Year 10 Humanities ADP
Year 10 Humanities Core
Year 10 History elective- Australians at War
Year 10 Geography elective - Environments Under Threat

9 Economics Core

Year 9

OVERVIEW

This subject is designed to introduce the concepts of economics and develop transferable skills using studies of the Australian and global economies. In Year 9 Economics, students will consider the characteristics of a prosperous economy and how these affect the quality of people's lives, as well as how the government can act to maintain or improve our standard of living.

WHAT STUDENTS WILL LEARN

The process of moving from a subsistence economy to a mixed economy will be considered. Students will develop their own economic system to improve quality of life in a fantasy scenario.

Students will also understand and be able to explain the role of the government in managing our economy and ensuring we have a high standard of living. This knowledge will be applied to current affairs and case studies to ensure students acquire the ability to transfer their knowledge to the real world.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge taught in this subject link directly to the Year 10 elective Economics - Money Makes the World Go Round.

Students who enjoy this subject may find further engagement in Year 10 electives such as:

Year 10 Accounting and Business - Financial Independence
Year 10 Geography - Environments Under Threat

9 Geography Core

Year 9

OVERVIEW

Year 9 Geography explores significant aspects of the world we live in today - from biomes, through to the environmental impact of food production, and the variety of ways in which people and places are connected to one another. This will culminate in an ethical analysis of a global issue.

WHAT STUDENTS WILL LEARN

Students will learn about their connection to the wider world and the impact of their decisions as consumers on the environment and the lives of others.

This course equips students with tools to evaluate ethical considerations in greater depth. Students practise employing evidence persuasively to support assertions and, in the process, they consolidate their understanding of the various ethical dilemmas surrounding issues. Students will further develop academic research skills, including identifying reliable references and becoming increasingly familiar with established bibliographical frameworks.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge taught in this subject link directly to:

Year 10 Humanities Core
Year 10 Geography elective - Environments Under Threat

9 History Core

Year 9

OVERVIEW

Year 9 History explores significant events which shaped the kind of world we live in today - from the Industrial Revolution, through to Colonisation, and culminating in an analysis of World War I.

WHAT STUDENTS WILL LEARN

This unit equips students with tools to evaluate historical documents in greater depth, utilising strategies such as the “in-out method”. Students construct their own interpretations around the significance of historical events through analysing textual, visual and multimedia-based sources. They also examine the influence of different value systems upon one’s perception of the past.

Students practise employing evidence persuasively to support assertions. In the process, they consolidate their understanding of primary and secondary sources of historical evidence, as well as developing academic research skills. This includes identifying reliable references and becoming increasingly familiar with established bibliographical frameworks.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge taught in this subject link directly to the following Year 10 subjects:

Year 10 Humanities Core
Year 10 History - Australians at War

9 French

Year 9

OVERVIEW

Designed to further develop students' ability to communicate in French, as well as their understanding of French culture, Year 9 French is a full year elective and cannot be selected as a single semester unit.

Students will extend their knowledge of vocabulary and grammar to enable them to discuss activities in the past, present and future. They will undertake a range of listening, speaking, reading and writing activities, with a focus on understanding both written and spoken texts and expressing themselves in French. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for French culture.

WHAT STUDENTS WILL LEARN

Year 9 French focuses on students developing the skills to have conversations in French and to write and understand short personal, informative and creative texts in French.

Students will learn how to plan and organize social and holiday activities with friends and family. They will be able to discuss and understand weather forecasts and talk about their health and how they are feeling. In addition, they will learn about the cuisines of various regions of France, shopping for food and how to order in a restaurant.

Students will learn to talk and write about their own lives, using the past tense. They will also write and publish their own story in French.

POSSIBLE FUTURE PATHWAYS

This elective will suit students who have enjoyed learning French in Year 8 and are keen to develop their skills in the language.

It may also suit students who are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies include:
Year 10 French.

9 Indonesian

Year 9

OVERVIEW

Designed to further develop students' ability to communicate in Indonesian, as well as their understanding of Indonesian culture, Year 9 Indonesian is a full year elective and cannot be selected as a single semester unit.

Students will extend their knowledge of vocabulary and grammar. They will undertake a range of listening, speaking, reading and writing activities, with a focus on understanding both written and spoken texts and expressing themselves in Indonesian. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for Indonesian culture.

WHAT STUDENTS WILL LEARN

Year 9 Indonesian focuses on students developing the skills to have conversations in Indonesian and to write and understand short personal, informative and creative texts in Indonesian.

Students will learn about daily life in Indonesia, including housing, leisure activities, Indonesian cuisine and how to shop at a market stall. In addition, they will explore life in the Indonesian rainforest, studying the animals that live there and the threats to their habitat.

POSSIBLE FUTURE PATHWAYS

This elective will suit students who have enjoyed learning Indonesian in Year 8 and are keen to develop their skills in the language.

It may also suit students who are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies include:
Year 10 Indonesian.

9 Mathematics ADP

Year 9

OVERVIEW

The study of Mathematics is compulsory at the Year 9 level. Students will cover these topics: Number, Finance, Measurement, Algebra, Pythagoras' Theorem, Rates & Ratios, Trigonometry, Linear Equations & Graphs, Statistics, Non-linear Graphs & Equations. Where possible in line with the Athlete Development Program the mathematics is related to sporting situations.

WHAT STUDENTS WILL LEARN

Students will be required to learn standard algorithms & techniques and apply them to real world and sporting situations. Students complete class work, tests, journal entries and other learning and analysis tasks. Such tasks necessitate 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.

POSSIBLE FUTURE PATHWAYS

With the successful completion of Year 9 Mathematics, students have the option to study in four different areas of mathematics at the Year 10 level, including:

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

Students will require teacher approval to study Foundation Mathematics and Specialist Mathematics.

9 Bridging Maths

Year 9

OVERVIEW

The Bridging Mathematics Elective is designed to support students who require extra assistance in Mathematics. The students will participate in a broad range of activities geared towards activity-based learning. They will work both collaboratively and independently.

Note: If students want to complete a whole year (two semesters) of Bridging Mathematics Elective they must choose elective codes 9MB1 and 9MB2.

WHAT STUDENTS WILL LEARN

Bridging Mathematics has been designed to reinforce and support students' understanding of the material covered in Core Mathematics. It can develop the student's ability, confidence and motivation with number, pattern and logic fundamentals and support students organisation and mathematical thinking skills.
Students will be assessed on participation in all aspects of this class and peer and self-reflection on the skills they have worked on building.

POSSIBLE FUTURE PATHWAYS

This elective increases the students' potential to study any of the following Year 10 Mathematics Courses:

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

9 Mathematics Core

Year 9

OVERVIEW

The study of Mathematics is compulsory at the Year 9 level. Students will cover the following topics: Number, Measurement, Algebra, Pythagoras' Theorem, Rates & Ratios, Congruence & Similarity, Trigonometry, Linear Equations & Graphs, Statistics, Non-linear Graphs & Equations.

WHAT STUDENTS WILL LEARN

Students will be required to learn standard algorithms & techniques and apply them to real world situations. Students complete class work, tests, journal entries and other learning and analysis tasks. Such tasks necessitate 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.

POSSIBLE FUTURE PATHWAYS

With the successful completion of Year 9 Mathematics, students have the option to study in four different areas of mathematics at the Year 10 level, including:

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

Students will require teacher approval to study Foundation Mathematics and Specialist Mathematics.

9 PASE Athlete Development

Year 9

OVERVIEW

The ADP will involve the students partaking in sessions designed to give them an understanding of the requirements of becoming an elite athlete. During this time, students will undergo a strength and conditioning program under the supervision of a qualified strength and conditioning coach. Students will also undertake nutritional sessions along with sports psychology sessions which will focus on things such as goal setting and time management.

WHAT STUDENTS WILL LEARN

Students will not only develop their physical capabilities but also their theoretical understanding of physical performance for sports within the Strength & Conditioning classes.
The purpose behind the strength and conditioning program is to develop competency in common movements that are used across all sports. The program is aimed at enhancing the students' ability in their individual sports by improving their physical capabilities and reducing their chances of injuries.
Students will participate in two strength and conditioning sessions a week, along with one theoretical session.

POSSIBLE FUTURE PATHWAYS

The Year 9 program leads the students into the Year 10 Athlete Development Program where they will continue to develop their physical capabilities for their chosen sport.

9 Aerobics

Year 9

OVERVIEW

In this unit, students develop a range of fundamental motor skills and aerobics specific fitness components in a fun, structured environment that utilises the specialised aerobics/circuit room.

WHAT STUDENTS WILL LEARN

Students will develop coordination, cardiovascular fitness, flexibility, muscular strength, agility, power and endurance in a fun, structured environment that utilises the specialised aerobics/circuit room.
In this unit students work collaboratively to choreograph an aerobics routine.
Students may choose to enter an aerobics competition with their routine.
Students will be assessed on their collaborative aerobics routine

POSSIBLE FUTURE PATHWAYS

Students who enjoy Physical Education in Year 9 are encouraged to select one of the Year 10 electives. These are Fitness for Me, My Body Systems, Sports Coaching and Sports Science.

9 Court and Field Sports

Year 9

OVERVIEW

Court and Field is a Physical Education elective in which students will participate in a negotiated curriculum for a range of sports not covered in their core PE.

WHAT STUDENTS WILL LEARN

Students negotiate the sports to be covered by the class for the semester. Sports covered will based around a court or field setting. These sports may include: handball, speedball, tchoukball, korfball, badminton, touch rugby, basketball, volleyball, softball, gridiron, ultimate frisbee, handball, soccer, indoor hockey. Through studying these sports, students will be able to develop a range of fundamental motor skills, teamwork skills as well as coaching and organising skills.

POSSIBLE FUTURE PATHWAYS

Students who enjoy Physical Education in Year 9 are encourage to select one of the Year 10 electives. These are Fitness for Me, My Body Systems, Sports Coaching and Sports Science.

9 Duke of Edinburgh Program

Year 9

OVERVIEW

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. Lilydale High School offers the Bronze Award which students are expected to achieve within 6-12 months.

Please note that there is a fee of $250 for the course to cover the camps associated with the program.

WHAT STUDENTS WILL LEARN

The Duke of Edinburgh Bronze Award is a student development program comprising of:
Service – Participants volunteer in their communities, make a positive contribution to society and demonstrate social responsibility (completed in class time)
Adventurous Journey – Young people are introduced to some outdoor activities and given the opportunity to develop skills in bushwalking, navigation, camping, leadership and teamwork (completed in class time)
Skills – Enables participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability (completed in own time)
Physical Recreation – Encourages young people to improve their fitness and performance, and enjoy healthy lifestyle for good mental and physical well-being (completed in own time)

POSSIBLE FUTURE PATHWAYS

Students who wish to continue the development of practical and leadership skills and want learn more about outdoor environments, can choose VCE Outdoor and Environmental Studies Units 1/2 in Year 10 and Units 3/4 Year 11.

9 Physical Education Core ADP

Year 9

OVERVIEW

Students will participate in a range of physical activities aimed at developing and challenging the students motor skills along with improving their fitness. Students will also complete Health units aimed at improving their understanding of how to live a healthy and active lifestyle.

WHAT STUDENTS WILL LEARN

This class is taken in the students form group. Students will participate in a range of sports including Archery, Lacrosse, Field Hockey and Ultimate Frisbee. Students will also complete a SEPEP unit in which the students will be required to take charge of running the activities. Students will also complete Health units each semester covering topics including risk taking behavior, mental health and sexual health.

POSSIBLE FUTURE PATHWAYS

This course looks to develop the knowledge and skills that will assist students to complete both Year 10 and VCE Physical Education subjects. This includes VCE Health and Human Development and Physical Education.

9 EIS Basketball

Year 9

OVERVIEW

The Excellence in Sport Basketball Program at Lilydale High School is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior basketball players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN

The program structure is dynamic in nature and consists of a variety of specific basketball related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Offensive and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS

Students can continue the Basketball program into Year 10 with the opportunity to also continue it into VCE.

9 EIS Netball

Year 9

OVERVIEW

The Excellence in Sport Netball Program is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior netball players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN

The program structure is dynamic in nature and consists of a variety of specific netball related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Attacking and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS

Students can continue the Netball program into Year 10 with also the opportunity to continue on with the program in VCE.

9 EIS AFL Football (Boys & Girls)

Year 9

OVERVIEW

The Excellence in Sport AFL Program is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior AFL players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Boys looking to choose this subject should use the code 9PEFB.
Girls looking to choose this subject should use the code 9PEFG.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN

The program structure is dynamic in nature and consists of a variety of specific AFL related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Attacking and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS

Students can continue the AFL program into Year 10 with also the opportunity to continue on with the program in VCE.

9 Physical Education - Boys

Year 9

OVERVIEW

Boys PE is a Physical Education elective for boys only. The class will participate in a negotiated curriculum for a range of sports not covered in their core PE.

WHAT STUDENTS WILL LEARN

Students negotiate the sports to be covered by the class for the semester. Sports covered include: cricket, handball, speedball, tchoukball, korfball, badminton, touch rugby, basketball, volleyball, softball, gridiron, ultimate frisbee, table tennis, handball, soccer, indoor hockey.
Through studying these sports, students will be able to develop a range of fundamental motor skills, teamwork skills as well as coaching and organising skills.

POSSIBLE FUTURE PATHWAYS

Students who enjoy Physical Education in Year 9 are encourage to select one of the Year 10 electives. These are Fitness for Me, My Body Systems, Sports Coaching and Sports Science.

9 Physical Education Core

Year 9

OVERVIEW

Students will participate in a range of physical activities aimed at developing and challenging the students motor skills along with improving their fitness. Students will also complete Health units aimed at improving their understanding of how to live a healthy and active lifestyle.

WHAT STUDENTS WILL LEARN

This class is taken in the students form group. Students will participate in a range of sports including Archery, Lacrosse, Field Hockey and Ultimate Frisbee. Students will also complete a fitness unit each semester aimed at introducing students to ways of improving their own fitness. Students will also complete Health units each semester covering topics including risk taking behavior, mental health and sexual health.

POSSIBLE FUTURE PATHWAYS

This course looks to develop the knowledge and skills that will assist students to complete both Year 10 and VCE Physical Education subjects. This includes VCE Health and Human Development and Physical Education.

9 Physical Education - Girls

Year 9

OVERVIEW

This unit is specifically catered for girls only. Students will be given opportunities to participate in a range of recreational and lifestyle activities both within the school setting and out in the wider community. Students will have the opportunity to negotiate the units covered from a range of fitness-based activities and sports.

WHAT STUDENTS WILL LEARN

Students will build knowledge on ways they can increase and maintain their level of fitness through participation in a range of recreational and lifestyle activities. They will identify links associated with physical activity within the community. Students will take part in organising and running a sporting competition within the class.

POSSIBLE FUTURE PATHWAYS

Students who enjoy Physical Education in Year 9 are encourage to select one of the Year 10 electives. These are Fitness for Me, My Body Systems, Sports Coaching and Sports Science.

9 Racquet Sports

Year 9

OVERVIEW

Students will have the opportunity to develop their fundamental motor skills in a range of racquet sports, with the aim of improving hand-eye coordination, racquet control, game awareness, game tactics and fitness.

WHAT STUDENTS WILL LEARN

Students will learn the fundamental skills involved in racquet sports which may include, but not limited to, tennis, badminton, table tennis and squash. Students will have the opportunity to learn the basic and advance skills in these sports through a range of drills and game play.

POSSIBLE FUTURE PATHWAYS

Students who enjoy Physical Education in Year 9 are encourage to select one of the Year 10 electives. These are Fitness for Me, My Body Systems, Sports Coaching and Sports Science.

9 Science ADP

Year 9

OVERVIEW

There is so much science in sport! From energy systems to forces and reaction time to trajectories of a ball. Science provides an empirical way of answering important questions about the biological, chemical, physical and technological world. Scientific knowledge is contestable and is constantly revised as new evidence arises. ADP Science is a compulsory part of the ADP program.

WHAT STUDENTS WILL LEARN

Students will focus on refining their understanding of the scientific method through exploratory practical work in the areas of biology, chemistry and physics. The students will explore the immune system and the nervous system in their study of biology. They will investigate reaction time, the effect of pathogens on the human body and complete practical work to establish which pathogens live in the gym and on other sports equipment. Studying chemistry will lead them to understand how atoms join together, acids and bases and how lactic acid builds up in the body. Heat transfer and wearable electronics will be explored in physics.

Later in the year, the students will conduct scientific research on a topic of their choice.

POSSIBLE FUTURE PATHWAYS

The study of ADP Science at Year 9 will prepare students for studying ADP Science in Year 10. Students who enjoy this subject may find further engagement in Year 10 Science electives such as:

Physics and Flight
Chemistry
Zoology - Animal Biology
Psychology

9 Science Core

Year 9

OVERVIEW

Students will focus on refining their understanding of the scientific method through exploratory practical work in the areas of biology, chemistry and physics. The students will explore the immune system and the nervous system in their study of biology. Chemistry will lead them to understand how atoms join together and in physics, they will apply their knowledge of conductors and insulators to find practical insulating solutions.

Later in the year, the students will conduct scientific research on a topic of their choice.

WHAT STUDENTS WILL LEARN

Science is a dynamic, exciting and human endeavour arising from our desire to understand our world. It provides an empirical way of answering important questions about the biological, chemical, physical and technological world. Scientific knowledge is contestable and is constantly revised as new evidence arises. Core Science is compulsory at Year 9.

POSSIBLE FUTURE PATHWAYS

The study of Core Science at Year 9 will prepare students for studying Core Science in Year 10. Students who enjoy this subject may find further engagement in Year 10 Science electives such as:

Physics and Flight
Chemistry
Zoology - Animal Biology
Psychology

9 Science - Sustainability

Year 9

OVERVIEW

Sustainability will introduce students to the science behind the environmental issues they face now and in the future. It will also allow them to explore sustainable developments and technologies in a practical, hands-on way.

WHAT STUDENTS WILL LEARN

Students will focus on the practical biological skills of sampling and monitoring biodiversity in local environments. They will explore and implement strategies to improve the biodiversity and sustainable practices around the school. They will develop an understanding of the physics of energy generation and create models which demonstrate these concepts.

POSSIBLE FUTURE PATHWAYS

The study of Sustainability at Year 9 will enhance students' understanding of environmental issues which will feed directly into the Year 10 Core Science unit. It will also allow them early exposure to some of the issues explored in VCE Environmental Science. Students who enjoy this subject may find further engagement in Year 10 Science electives such as:

Physics and Flight
Chemistry
Zoology - Animal Biology
Psychology

9 Dynamic Design

Year 9

OVERVIEW

Dynamic Design gives students the skills to create a range of two and three-dimensional objects using a computer. They use a range of software to design buildings, environments and game assets, and are encouraged to print their designs using a 3D printer.

WHAT STUDENTS WILL LEARN

Students learn to use a number of programs to make technical drawings, models and simple animations. They develop basic skills at navigating a 3D working space and translating original designs into solid objects.

Students discover the basics of 3D printing, and the issues and opportunities that come with it.

POSSIBLE FUTURE PATHWAYS

Links to further study
Dynamic Design provides students with design and IT skills. These skills are transferable into many future pathways across a range of subject areas.

Computer and design skills are required skills in a range of Year 10 courses across a wide range of areas.

Possible links to Year 10 subjects include:
Year 10 Games and Animation
Year 10 Computer Art
Year 10 Biotech Solutions
Year 10 Future Enterprisers

Possible links to VCE subjects include:
VCE Applied Computing

9 Flight, Drones & Design

Year 9

OVERVIEW

Flight, Drones and Design develops student skills in creativity, collaboration and problem solving in the context of modern flight. From designing and flying fixed wing aircraft and flying the flight simulator in virtual reality to experimenting on drone flight and airborne photography/video projects.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Students will learn the principles of flight for both fixed and rotary wing aircraft. They will work collaboratively in teams of two to design, build and fly aircraft in both simulation software and the real world. They will learn the basics of drone flight, drone racing and finally aerial photography and videography.
Students will learn how to create 3D digital renders of the environment using drone photogrammetry mapping techniques. Students will learn how to fly fixed wing aircraft in the virtual reality flight simulator. Projects for the semester include drone performance experiments, drone race team promotions and an aerial photography project.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:
Year 10 Biotech Solutions (STEAM)
Year 10 Future Enterprisers

Possible links to VCE subjects include:
VCE Biology
VCE Systems Engineering
VCE Business Management

9 Food Studies - Food Preparation Skills

Year 9

OVERVIEW

Food Preparation Skills aims to increase students' knowledge and develop their confidence when working with a variety of different food products. The unit covers skills and knowledge associated with baking goods and savoury dishes. At the conclusion of this subject students come to understand the importance of sound nutrition principles, food preparation skills, food safety, whilst enhancing their knowledge on recipe design and food choices.

This Food Studies subject require the students to have a container in which to take home their products. Recommended size: 6 litres – approximately 260 x 260 x 120 mm (to accommodate a cake).

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 consume.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Students will complete a range of baking and savoury products. The two focus for this unit is the Sponge Cake Design and Healthy Lunch Choices. This course has a strong focus on practical based lessons with students working in a variety of different group sizes, including individually. This unit includes cooking, demonstrations, creating and responding to design briefs, food sampling and taste-testing, sensory analysis, product consideration and dietary analysis using the Australian Guide to Healthy Eating.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:
Year 10 Food and Culture
Year 10 Cooking for Company

9 Food Studies - It's Up To You

Year 9

OVERVIEW

'It's Up To You' is designed to expand students' knowledge and skills through the production, design and evaluation of food products, whilst focussing on healthy options and tasty food. This course covers a wide variety of culinary techniques to investigate the relationship between health and taste, producing a variety of savoury and sweet dishes, culminating in an investigation on the design, production and evaluation of a pasta and/or risotto creation.

This Food Studies subject require the students to have a container in which to take home their products. Recommended size: 6 litres – approximately 260 x 260 x 120 mm (to accommodate a batch of muffins).

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 consume.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Students learn the importance of safety and hygiene in the kitchen, whilst developing their skills with a variety of different kitchen equipment and cooking practices. This is a practical based unit that involves students working as an individual and collaborative in group work. Throughout the semester, students will be able to evaluate their success and future cooking options through the Technology Design Process. The importance of nutrition in everyday cooking creates the base for designing and producing recipes with great taste, dispelling the myths about healthy food being tasteless. The students will become adept and the design and modification of recipes, involving bakes goods, snacks, meals with a focus on pasta and/or risotto.

POSSIBLE FUTURE PATHWAYS

The subject presents students with necessary skills to take ownership of their family kitchen and introduces them to more complex recipes that a good home cook or professional chef may use.

Possible links to Year 10 subjects include:
Year 10 Food and Culture
Year 10 Cooking for Company

9 Next Generation Design

Year 9

OVERVIEW

Next Generation Design is all about building student skill and confidence in 21 century learning. Students will learn how to design solutions to real world problems using 3D printed, virtual reality, laser cut and computer designed prototypes. They will work collaboratively in project teams to produce real prototypes that will meet a real world design brief.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Students will learn how to design in 3D both in Virtual Reality and in the Computer. They will learn how to work effectively in teams of three students and develop their creativity, communication and problem solving skills. In the first term they will create a prototype to meet a real world need. The second terms involves going to the Zoo, meeting with staff and creating prototypes to help with their animal enrichment program. Several designs from LHS have already been implemented by Zoos Victoria so this subject is as real as it gets in terms of students applying their next gen skills to make a difference in the real world.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include-
Year 10 Biotech Solutions (STEAM)
Year 10 Future Enterprisers

Possible links to VCE subjects include-
VCE Biology
VCE Systems Engineering
VCE Business Management

9 Systems - Electronics

Year 9

OVERVIEW

Year 9 Systems incorporates the electronics skills learnt during the Tech Tasters program and students develop these skills to a much high level. Students will investigate the role of renewable energy, technological systems in the household, they will consider the impact of these systems on society and the environment. They will produce two projects: An Emergency Beacon and a Bluetooth Music Station.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Electronic function and components

Students will learn the function of the components used in both projects and how to incorporate them into a circuit board in a professional manner. Functional design, aesthetics and good workmanship, are an important aspect, as is the ability to produce a workable technical drawing. Circuit diagnostics are also learnt as students become responsible for a circuit that doesn't operate.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 Subjects include:
Year 10 Automotive Studies

Possible links to VCE subjects include:
VCE Systems Engineering

9 Textiles A

Year 9

OVERVIEW

Designed to inspire the sleepwear designer within, this unit focuses on the design process from the initial concept of ideas to the completed product.

Students will enhance their creativity by being exposed to patterns, various construction and embellishing techniques whilst being inspired by current sleepwear designers.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

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.

Students also complete workplace safety tasks, analysis and research tasks, they complete all elements of the production plan and will also be required to complete a production log.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:
Year 10 Textiles A
Year 10 Textiles B

Possible links to VCE subjects include:
VCE Product Design and Technology - Fashion

9 Textiles B

Year 9

OVERVIEW

This unit focuses on the product design process from the initial concept of ideas to the completed product - cushion cover, and incorporating wearable technology.

Students will enhance their creativity by being exposed to patterns, various construction and embellishing techniques whilst being inspired by current sleepwear designers.

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.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

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.

Students may complete tasks that include: cushion cover with zipper, wall hanging - weaving, embroidery sampler & seam sampler, workplace safety tasks, analysis/research task, production log and design folio.

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.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:
Year 10 Textiles A
Year 10 Textiles B

Possible links to VCE subjects include:
VCE Product Design and Technology - Fashion

9 Web Page Design

Year 9

OVERVIEW

In this unit, students investigate the two key website programming languages HyperText Markup Language (HTML) and Cascading Style Sheets (CSS). Students engage in a variety of web authoring mediums and will investigate the pros and cons of using programming versus drag and drop technology.

Students will also learn about intellectual property, creative commons and how to share and create images that are free to use or are protected by copyright laws.

Students will also develop an understanding of the design process, including the problem solving methodology.

WHAT STUDENTS WILL LEARN

Students develop an understanding of two key programming languages - HyperText Markup Language (HTML) and Cascading Style Sheets (CSS). Students will use these skills to develop multiple web pages over the course of the unit. Students will be exposed to multiple web development programs to broaden their understanding of website development.

Students will investigate intellectual property, security online and data management.

Students will also engage with the design process and develop project plans to monitor their workflow.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:
Year 10 Web Design

Possible links to VCE subjects include:
VCE Applied Computing

9 Wood Technology

Year 9

OVERVIEW

Students will develop their knowledge and skills in the area of woodworking and cabinetmaking. They will be introduced to a range of complex joining processes such as dovetailing and housing joins, and they will extend their competencies in the safe use of tools and equipment. Given a set of considerations and constraints, students will then follow the design process to develop a chosen design.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Woodworking/Cabinetry skills

Students focus on gaining experience and understanding of various skills required in order to successfully complete the production of cabinetry. They will measure, cut, shape, and join timbers using a range of joining techniques. Students will demonstrate safe and proficient use of a range of hand tools during this process.

Product Design & Development

Upon completion of a pre-set component of cabinetry, students will work on developing/manufacturing the remaining components required in order to complete a small item of wooden furniture. They will apply appropriate design skills including sketching and production planning and they will demonstrate skills in the safe use of relevant tools/machinery in order to construct a successful product.

POSSIBLE FUTURE PATHWAYS

This course directly leads to Year 10 Wood Technology where students will further develop their woodworking and design skills.

Possible links to VCE subjects include -
VCE Product Design & Technology (Wood).