



LILYDALE  
HIGH SCHOOL

**LEVEL 3 SELECT ENTRY ACCELERATED  
LEARNING PROGRAM HANDBOOK**

**2016**

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## **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’**

Students will be involved in a compulsory three day city program. The aim of the program is to improve student engagement and develop independence and responsibility.

### **CAMP**

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

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

### 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 2016.

## **THE LEVEL 3 COURSE**

<u>Subjects studied</u>	<u>Periods per week</u>
English	5
Physical and Health Education	3
Mathematics	5
Science	3
Humanities	2
The Arts	3
Local Community Project	2
Languages	3
 <u>Electives</u> (Students choose two electives)	
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*

**ENGLISH**

**UNIT TITLE: ENGLISH**

**UNIT CODE: 9EEA**

**UNIT DESCRIPTION**

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.

**ASSESSMENT**

- Common Assessment Tasks
- Writing Folio
- Reading
- Speaking and Listening

**Examination**

There will be an examination at the end of the year.

## **LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016**

### **HUMANITIES**

**UNIT TITLE: HUMANITIES**

**UNIT CODE: 9HUMA**

#### **UNIT DESCRIPTION**

The Level 3 Year 9 SEAL students will undertake the broad study of Humanities at Level 3. They will cover the discipline areas of History, Geography and Economics.

Through their study of History, students will examine the development of the modern world, culminating with World War 1.

In Geography, students will study the physical and human environments from a spatial perspective.

Economics will be studied in conjunction with the History and Geography components of the course.

Students will develop their skills in these areas, for example, through document and map analysis, essay writing and data interpretation.

#### **ASSESSMENT**

- Common Assessment Tasks
- Historical, Geographical and Economic Understanding
- Historical, Geographical and Economic Reasoning and Interpretation

### **COMMUNITY LEADERSHIP PROJECT**

**UNIT TITLE: LOCAL COMMUNITY PROJECT**

**UNIT CODE: 9HLCP**

#### **COURSE DESCRIPTION**

The Local Community Project will allow the students to benefit and thrive academically through programs that offer them an opportunity to develop their skills in a more challenging environment. Students will be required to extend themselves both inside and outside the school setting, whilst taking ownership of the task. They will be required to work productively in teams, to operate in both leadership and support roles, to problem solve, to become self directed and review what they have learned throughout the program. The Local Community Project will teach the students the skills required by VELs in the Humanities subjects of History, Geography and Economics through the course of the year.

#### **ASSESSMENT**

- Common Assessment Tasks
- Essay writing
- Oral Presentations
- Research Skills

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

### LANGUAGES

**UNIT TITLE: FRENCH**

**UNIT CODE: 9LFA**

#### UNIT DESCRIPTION

Building on prior knowledge, students undertake an extensive range of listening, speaking, reading and writing tasks, thereby gaining deeper language and intercultural understanding. They use a range of tools and information and communications technology in their own research and development of French language skills.

Students interact to exchange information and opinions on topics related to their experience, including leisure, relationships, study, careers and the media, and issues of general interest to young people. They compare and contrast aspects of life in French-speaking countries with those in Australia and other countries, and identify similarities and differences.

#### ASSESSMENT

- Common Assessment Tasks
- Class work, including tests, oral participation & writing tasks

### MATHEMATICS

**UNIT TITLE: MATHEMATICS**

**UNIT CODE: 9MM**

#### UNIT DESCRIPTION

The study of Mathematics will cover these topics: Number, Algebra, Space, Measurement, Trigonometry, Rates and Ratios, Chance, Data and Working Mathematically.

The required work will include:

- **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.

#### Concept Checklists

This is an ongoing document, which records completion of all required work. Parents/guardians should countersign the checklists when assessment tasks have been completed.

#### ASSESSMENT

- Common Assessment Tasks
- There will be an examination at the end of the year.

**PHYSICAL AND SPORT EDUCATION**

**UNIT TITLE: PHYSICAL AND HEALTH EDUCATION**

**UNIT CODE: 9PPSEA**

**UNIT DESCRIPTION**

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.

Participation – practical activities such as fitness training and assessment, a variety of sport based activities.

Theoretical tasks – an assignment and worksheets which allow for understanding of various health and personal issues.

**ASSESSMENT**

- Common Assessment Tasks
- Fundamental Motor Skills
- Health Knowledge and Promotion

**ADDITIONAL INFORMATION**

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

Some outdoor activities cost approximately \$20.

**SCIENCE**

**UNIT TITLE: SCIENCE**

**UNIT CODE: 9SSCIA**

**UNIT DESCRIPTION**

Students will be involved in Science programs outside the classroom, partaking in open investigation tasks. Higher order thinking strategies and an understanding of the e5 model of Engage, Explore, Explain, Elaborate and Evaluate will guide them through the topics presented in Science. Through the different strands, students will explore the limitations of the human body and understand its distinctive tolerance range. The Teenage Brain unit will cover the psychological issues that students face today. Real world applications will be looked at through the Chemistry unit. Students will explore and articulate their understanding of the atom, the sub atomic particles of isotopes and the implications of radioactivity in the medical industry. Their major assessment task will review the effect of the pH of acids and bases and the threat of household pollutants on the environment. The Physics unit will showcase the use of electricity and the drive for sustainable alternatives for fossil fuels; explaining and evaluating energy in all its forms such as light, sound and heat as well as energy's use within society. Finally, students will develop an awareness of the human impact on the environment as well as sustainability. Natural disasters such as tsunamis, volcanoes and earthquakes will be investigated to ensure that students are able to engage with the issues that they will face in the world of tomorrow.

**ASSESSMENT**

- Common Assessment Tasks
- Practical reports
- Bookwork and responses
- Topic tests
- Applied research project

**CORE ARTS**

**CORE ART**

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.

**UNIT TITLE: EXPLORING VISUAL ART**

**UNIT CODE: 9ACV**

**UNIT DESCRIPTION**

Exploring Visual Art establishes 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.

**Skills**

The skill based topics/activities to be covered throughout this unit will include:

- Creating and making
- Exploring and responding

**ASSESSMENT**

- Common Assessment Tasks

**UNIT TITLE: EXPLORING DRAMA**

**UNIT CODE: 9ACD**

**UNIT DESCRIPTION**

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**

- Exploring the Script
- Understanding the Production Process
- Developing Performance Skills
- Analysing the Performance

**Activities may include:**

- Participation in Practical Activities
- Workbook
- Research Task
- Design Task
- Major Performance

**ASSESSMENT**

- Common Assessment Tasks

# **ELECTIVE SUBJECTS**

## **ENGLISH**

**UNIT TITLE: CREATIVE WRITING**

**UNIT CODE: 9EW**

### **UNIT DESCRIPTION**

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.

### **ASSESSMENT**

- Common Assessment Tasks
- Writing
- Reading and Viewing
- Speaking and Listening

### **COMPETITIONS**

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

**UNIT TITLE: DEBATE, DISCUSSION AND PUBLIC SPEAKING**

**UNIT CODE: 9ED**

### **UNIT DESCRIPTION**

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 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 and may have the opportunity to participate in activities and competitions.

### **ASSESSMENT**

- Common Assessment Tasks
- Writing
- Reading and Viewing
- Speaking and Listening

### **ADDITIONAL INFORMATION**

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

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

### PHYSICAL AND SPORT EDUCATION

**UNIT TITLE: PHYSICAL EDUCATION - GIRLS  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PG1/2**

#### UNIT DESCRIPTION

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.

#### ASSESSMENT

- Movement and Physical Activity

#### ADDITIONAL INFORMATION

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

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

Students must wear a hat during all PASE classes in Terms 1 and 4.

**UNIT TITLE: PHYSICAL EDUCATION - BOYS  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PB1/2**

#### UNIT DESCRIPTION

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.

#### ASSESSMENT

- Movement and Physical Activity

#### ADDITIONAL INFORMATION

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

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

Students must wear a hat during all PASE classes in Terms 1 and 4.

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: PHYSICAL EDUCATION  
COURT AND FIELD SPORTS**

**UNIT CODE: 9PCF1/2  
(SEMESTER 1 OR 2)**

### UNIT DESCRIPTION

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.

### ASSESSMENT

- Movement and Physical Activity

### 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 gold polo shirt and maroon shorts or navy polo and navy shorts. These items are all available for purchase through Lowes.

Students must wear a hat during all PASE classes in Terms 1 and 4.

**UNIT TITLE: AEROBICS  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PA1/2**

### UNIT DESCRIPTION

Students 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 final assessment at the conclusion of the semester.

### ASSESSMENT

- Movement and Physical Activity

### ADDITIONAL INFORMATION

**Cost: Approximately \$20**

This course is available to boys and girls.

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

Students must wear a hat during all PASE classes in Terms 1 and 4.

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: NETBALL  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PN1/2**

### UNIT DESCRIPTION

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.

### ASSESSMENT

- Movement and Physical Activity

### ADDITIONAL INFORMATION

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

Students must wear a hat during all PASE classes in Terms 1 and 4.

**UNIT TITLE: BASKETBALL  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PBB1/2**

### UNIT DESCRIPTION

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.

### ASSESSMENT

- Movement and Physical Activity

### ADDITIONAL INFORMATION

This course is available to boys and girls.

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

Students must wear a hat during all PASE classes in Terms 1 and 4.

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: RACQUET SPORTS  
(SEMESTER 1 OR 2)**

**UNIT CODE: 9PR1/2**

### UNIT DESCRIPTION

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.

### ASSESSMENT

- Movement and Physical Activity

### ADDITIONAL INFORMATION

This course is available to boys and girls.

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

### ADDITIONAL INFORMATION

**Cost for the subject is \$30 per semester.**

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: DUKE OF EDINBURGH AWARD  
ONE SEMESTER PROGRAM**

**UNIT CODE: 9PDE**

### UNIT DESCRIPTION

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). Using the provided logbook, students document four areas of their development:

This is a **student development program** and comprises:

**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

### ASSESSMENT

- Duke of Edinburgh (logbook) assessment
- Assignments
- Practical skills / participation

### APPLICATION PROCESS

**PLEASE NOTE:** Students must complete an application form and submit this with their Course Selection Form. 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 4<sup>th</sup> December, 2015.**

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

**SCIENCE**

**UNIT TITLE: SUSTAINABILITY (ELECTIVE)**

**UNIT CODE: 9SS**

**UNIT DESCRIPTION**

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.

**ASSESSMENT**

- Common Assessment Tasks
- A reflective journal of the semester's activities
- Completion of an independent investigation on a sustainability issue
- Sustainability audit of Lilydale High School
- Involvement with a local sustainable community group

**TECHNOLOGY**

In Year 9, students are required to take three Technology units from the list below.

- 9TW Wood Technology\*
- 9TH1 Food Preparation\* (Semester 1 only)
- 9TH2 Home Economics\* (Semester 2 only)
- 9TM Materials and Design\*
- 9TT1 Textiles\* (Semester 1 only)
- 9TT2 Textiles\* (Semester 2 only)
- 9TS Electronics\*
- 9TWD Web Page Design
- 9TCD Computer Aided Design
- 9TGS Game Salad

**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 Food 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).

**UNIT TITLE: SYSTEMS - ELECTRONICS**

**UNIT CODE: 9TS**

**UNIT DESCRIPTION**

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 their 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.

**ASSESSMENT**

- Common Assessment Task
- Design Folio and Planning
- Electronic System Production
- Research Project
- Evaluation

**ADDITIONAL INFORMATION**

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

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: MATERIALS AND DESIGN**

**UNIT CODE: 9TM**

### UNIT DESCRIPTION

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

They will develop design options using graphic skills to present possible solutions to given problems.

Students will construct products to detailed specifications and standards. Finally, they will evaluate their work, assessing the effectiveness and suitability of the product and processes used.

### ASSESSMENT

- Common Assessment Tasks – Safety Report & Practical Skills
- Design Folio
- Evaluation

### ADDITIONAL INFORMATION

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

**UNIT TITLE: TEXTILES (SEMESTER 1)**

**UNIT CODE: 9TT1**

### UNIT DESCRIPTION

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 an item of clothing.

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.

Tasks may include the following:

- Garment construction project
- Sewing machine projects
- Analysis/Research Assignment
- Record of work completed (electronic)
- Design folio

### ASSESSMENT

- Common Assessment Tasks – Safety Report and Practical Skills
- Production planning and Risk Assessment
- Product Evaluation

### 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.**

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: TEXTILES (SEMESTER 2)**

**UNIT CODE: 9TT2**

### UNIT DESCRIPTION

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. **Students must be prepared to purchase their required material and a sewing kit.**

Tasks may include the following:

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

### ASSESSMENT

- Common Assessment Tasks – Safety Report and Practical Skills
- Production
- Product Evaluation

### 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.**

**UNIT TITLE: WOOD TECHNOLOGY**

**UNIT CODE: 9TW**

### UNIT DESCRIPTION

Students will develop their knowledge and skills in the area of cabinet making. 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.

### ASSESSMENT

- Common Assessment Tasks – Safety Report and Practical Skills
- Use of equipment and materials
- Product Evaluation
- Design and planning
- Product

### ADDITIONAL INFORMATION

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

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: HOME ECONOMICS  
FOOD PREPARATION (Semester 1)**

**UNIT CODE: 9TH1**

### UNIT DESCRIPTION

This is a practical skills based unit. It aims to develop basic practical skills, as well as 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.

### ASSESSMENT

- Common Assessment Tasks – Safety Report and Practical Skills
- Organisational skills
- Process of production
- Research project
- Design brief
- Evaluation

### 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.**

**UNIT TITLE: HOME ECONOMICS (Semester 2)**

**UNIT CODE: 9TH2**

### UNIT DESCRIPTION

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.

### ASSESSMENT

- Common Assessment Tasks
- Organisational skills
- Process of production
- Final productions
- Safe work practices
- Research project
- Design brief
- Evaluation

### 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.**

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: WEB PAGE DESIGN**

**UNIT CODE: 9TWD**

### UNIT DESCRIPTION

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, as well as an evaluation as well as an evaluation of their products. A major collaborative research project examining an emerging technology is also undertaken. All work must be submitted on line.

### ASSESSMENT

- Common Assessment Tasks
- Digital portfolio of Web page designs
- Production of Web pages
- Web site evaluation
- Collaborative project
- Investigation project into emerging technologies
- Test

**UNIT TITLE: COMPUTER AIDED DESIGN**

**UNIT CODE: 9TCD**

### UNIT DESCRIPTION

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 drawings, designing, rendering, extruding and scaling. These skills will be beneficial in VCE studies such as Graphic Communication, Product Design & Technology and Systems Engineering.

### ASSESSMENT

- Common Assessment Tasks – Safety report & Practical skills
- Electronic folio
- Evaluation

**UNIT TITLE: GAME DESIGN**

**UNIT CODE: 9TGS**

### UNIT DESCRIPTION

Game Salad is an exciting point-and-click environment that allows anyone to create games and programs for the iPhone, iPad and iPod platforms. Learn how to create games like Angry Birds or Words with Friends using Game Salad as your entry into the world of computer programming. Who knows? You could be the next App Store millionaire. Students will compile a portfolio over the course of the semester. This will consist of designs, sketches, character maps and other materials related to the design of their games. The portfolio will also contain computer code and finished programs/games.

### ASSESSMENT

- Common Assessment Tasks – Safety Report and Practical Skills
- Folio

**THE ARTS**

**UNIT TITLE: CORE ARTS**

Students **MUST** choose **ONE** Core Arts subject from Visual Arts, Drama or Music

**UNIT TITLE: EXPLORING VISUAL ART**

**UNIT CODE: 9ACV**

**UNIT DESCRIPTION**

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.

**Skills**

**The skill based topics/activities to be covered throughout this unit will include:**

- Creating and making
- Exploring and responding

**ASSESSMENT**

- Common Assessment Tasks

**EXPLORING DRAMA**

**UNIT CODE: 9ACD**

**UNIT DESCRIPTION**

Exploring Drama aims to establish 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**

- Exploring the Script
- Understanding The Production Process
- Developing Performance Skills
- Analysing the Performance

**Units of Study**

- Participation in Practical Activities
- Workbook
- Research Task
- Design Task
- Major Performance

**ASSESSMENT**

- Common Assessment Tasks

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: EXPLORING MUSIC**

**UNIT CODE: 9ACM**

### UNIT DESCRIPTION

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 the 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.

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 are proficient on an instrument.

### ASSESSMENT

- Common Assessment Tasks
- Solo and Group Performances
- Theory and Aural Tests
- Written and Aural Analysis

## ART ELECTIVES

**UNIT TITLE: COMPUTERS IN ART**

**UNIT CODE: 9A7**

### UNIT DESCRIPTION

This course will explore the artistic possibilities of a computer using various themes and ideas through an array of software programs.

Students will be required to mount and display two pieces of artwork in an appropriate manner.

Students will research and explore alternative software to use at this level and apply one in the creation of artworks.

Students will also be introduced to Photoshop.

Activities may include the following:

- Basic units
- Research assignments
- Two drawings
- Art Analysis

### ASSESSMENT

- Common Assessment Tasks

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

### UNIT TITLE: CERAMICS (SEMESTER 1)

UNIT CODE: 9AC1

#### UNIT DESCRIPTION

Students work through a range of practical topics and use a variety of materials and techniques in construction and decoration of their models. They will explore a range of visual art styles to generate ideas for the design and decoration of their forms. By identifying, analysing and interpreting visual art works, students will develop and show an understanding of the visual arts of different cultures.

Students will document techniques and processes used and complete about four pieces which can be displayed individually or in a group. A self assessment will be written on all practical projects to encourage students to consider and evaluate the progress and outcomes of their work.

Students' activities include the following:

- Creating and making
- Exploring and responding

This may include:

- Large coiled, slab-built form
- Slip casting
- 3D model
- Free choice
- Wheel work

#### ASSESSMENT

- Common Assessment Tasks

Students will need all items requested on the booklist to enable them to successfully achieve the aims of this unit.

### UNIT TITLE: CERAMICS (SEMESTER 2)

UNIT CODE: 9AC2

#### UNIT DESCRIPTION

Students will work through a range of practical topics, using art elements, skills, techniques and processes to structure works. They will analyse and interpret a range of visual art styles.

Students will document techniques and processes used and complete about four pieces which can be displayed individually or in a group. A self assessment will be written on all practical projects to encourage students to consider and evaluate the progress and outcomes of their work.

Students' activities include the following:

- Creating and making
- Exploring and responding

This may include:

- 3D models
- Drape moulded forms
- Wheelwork
- Slip casting

#### ADDITIONAL INFORMATION

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

#### ASSESSMENT

- Common Assessment Tasks

Students will need all items requested on the booklist to enable them to successfully achieve the aims of this unit.

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: MEDIA (SEMESTER 1)**

**UNIT CODE: 9AME1**

### UNIT DESCRIPTION

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.

Areas of study are – digital photography and image manipulation  
- print production

Students' activities include the following:

- Creating and making
- Exploring and responding

This may include:

- Photoshop projects
- Print project: magazine or newsletter produced in InDesign
- A 30 minute Podcast: audio sequence created in Garage Band

### ASSESSMENT

- Common Assessment Tasks

**UNIT TITLE: MEDIA (SEMESTER 2)**

**UNIT CODE: 9AME2**

### UNIT DESCRIPTION

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.

Areas of study are – Video production  
- Animation  
- Podcasting

Students' activities include the following:

- Creating and making
- Exploring and responding

This may include:

- Advertisement: script writing, storyboard, camera technique and editing
- Animation: short animation sequence using Macromedia Flash
- Podcast: audio sequence created in Garage Band

### ASSESSMENT

- Common Assessment Tasks

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

## LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016

**UNIT TITLE: GRAPHIC ART**

**UNIT CODE: 9AG**

### UNIT DESCRIPTION

Students will produce a folio that covers a range of graphic communication skills and techniques. A variety of topics will be produced for a specific audience. Students will analyse and interpret graphics (e.g. film posters) produced by others.

Tasks may include:

- Sketchbook of ideas and development work
- Perspective drawing
- Designs created using the design process

### ASSESSMENT

- Common Assessment Tasks
- Creating and making
- Exploring and responding

**UNIT TITLE: DRAMA (SEMESTER 1)**

**UNIT CODE: 9AD1**

### UNIT DESCRIPTION

Year 9 Drama teaches students the dramatic elements involved in performance and exposes students to various performance styles. The units of study are:

- |                     |             |
|---------------------|-------------|
| * Dramatic Elements | * Melodrama |
| * Epic Theatre      | * Stimulus  |

Each unit explores skills, techniques and processes in order to identify, analyse and show an understanding of drama from various social and cultural groups.

Working in small groups, the students will also rehearse and present a dramatic piece from either Melodrama or the Epic units as a public performance.

This unit may include:

- Attendance at, and participation in, workshops
- Preparation and presentation of a performance
- Research assignment
- Reflective and analytical journal
- Design tasks

### ASSESSMENT

- Common Assessment Tasks
- Creating and making
- Exploring and responding

**UNIT TITLE: DRAMA (SEMESTER 2)**

**UNIT CODE: 9AD2**

**UNIT DESCRIPTION**

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. The units of study are:

- |                   |                          |
|-------------------|--------------------------|
| * Social Identity | * Physical Drama         |
| * Soap Opera      | * Theatrical Conventions |

Each unit explores skills, techniques and processes in order to identify, analyse and show an understanding of drama from various social and cultural groups.

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.

This unit may include:

- Attendance at, and participation in, in workshops
- Preparation and presentation of a performance
- Research assignment
- Reflective and analytical journal
- Design tasks

**ASSESSMENT**

- Common Assessment Tasks
- Creating and making
- Exploring and responding

**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.

## **LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016**

### **UNIT TITLE: MUSIC – INTRODUCTION TO MUSIC (SEMESTER 1)**

**UNIT CODE: 9AM1**

#### **UNIT DESCRIPTION**

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 to the Middle School Music course. It is encouraged that students are proficient on an instrument.

#### **ASSESSMENT**

- Common Assessment Tasks
- Solo and Group Performances
- Theory and Aural Tests
- Theory and Aural Analysis

### **UNIT TITLE: MUSIC – DEVELOPING MUSICAL PERFORMANCE (SEMESTER 2)**

**UNIT CODE: 9AM2**

#### **UNIT DESCRIPTION**

This course aims to establish an appreciation for music styles and explore music skills in performance, composition and music technology. Students will gain an appreciation for musical styles, history and advanced musical elements. Students 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.

#### **ASSESSMENT**

- Common Assessment Tasks
- Composition
- Group Performances
- Research Assignment

#### **ADDITIONAL INFORMATION**

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

**LEVEL 3 SELECT ENTRY ACCELERATED LEARNING PROGRAM 2016**

SUBJECT FEE SCHEDULE

**Physical and Sport Education**

Physical and Health Education	\$ 20
Physical Education – Girls	\$ 20
Physical Education – Boys	\$ 20
Court and Field Sports	\$ 10–\$20
Aerobics	\$ 20
Racquet Sports	\$ 30
Duke of Ed	\$250

**Technology**

Systems – Electronics	\$ 30
Materials and Design	\$ 20
Textiles	\$ 20
Wood	\$ 20
Home Economics	\$ 70