LILYDALE

HIGH SCHOOL

YEAR 9
SUBJECT HANDBOOK

Head of Year 9: Riana Asta

Contents:

Introduction

The purpose of this handbook is to support students and their families to select an appropriate course of study for Year 9. The subject selection handbook outlines the possible course structures, as well as elective subjects that are available in addition to the core subjects that are studied at Year 9.

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. Students will engage in course selection information sessions, and career counselling to help them make informed decisions. Students should consider their decisions carefully and discuss their choices with their families before submitting subject selections. Students and parents should read through this handbook carefully to ensure the subjects they choose are the 'right fit' and form part of a balanced timetable.

Year 9 at Lilydale High School – Select Entry Course options

At Year 9, students can apply to participate in a select entry course.

The following courses are two-year programs that focus on students interests across their core subjects:

- Art Enrichment Program (AEP)
- Athlete Development Program (ADP)

*Students in the Select Entry Accelerated Learning Program (SEALP) will continue in this program.

The following subjects count as elective choices, but still have entry requirements:

- Excellence in Sport
- Duke of Edinburgh (Community Time Elective)

Building Your Timetable

Students will have some subjects that are required units of study in their timetable depending on their course type (Year 9, Athlete Development Program, Arts Enrichment Program or Select Entry Accelerated Learning Program). To complement this base of subjects, students can choose from a range elective and community time subjects from across all Key Learning Areas (KLA) listed in this handbook.

Students will be required to complete their subject selection using the link sent to their school email account in Term 3.

For details about each course outline please see the relevant section of the handbook. You will find sample outlines and course specific requirements for each course.

Community Time

Community Time is studied two periods a week each semester. Students study a different Community Time elective each semester. Students will work collaboratively on a community-based project that reflects their shared passions and interests. The Community Time electives aim to develop:

- an appreciation of the benefits of helping others and improving your community
- collaboration, communication and critical thinking skills with peers and other members of the community
- students' worldview through engaging in real-world situations

Students select from various Community Time electives that align with their values and skills to produce for or connect with the local school or broader community. The program will support students to identify their strengths, develop leadership and critical thinking skills and engage with real-world scenarios. A focus on the ability for students to communicate and collaborate with others will be central as they explore their chosen field. After the program, students will have a greater sense of their place in their community and a broader outlook on the world. The school values of empathy, initiative, gratitude, responsibility and reflection will be a focus of the electives. The beneficial effects of doing or giving to others will be explored as a protective mechanism for students' well-being.

Please pages 42-46 for Community Time electives.

Subject Costs

Some subjects incur an additional charge to cover costs. These subjects and approximate costs for 2026 are listed below.

HEALTH & PHYSICAL EDUCATION

9 EIS Basketball: $330
9 EIS AFL: $330
9 EIS Netball: $330

Athlete Development Program $50

Duke of Edinburgh $450

TECHNOLOGY

Food Studies: Ready, Steady, Bake $110

Food Studies: Pick N Mix $110

Textiles $50

Wood Technology $50

Systems Engineering $50

ARTS

Arts Enrichment Program $50

COMMUNITY TIME

Community Time participation fee $50

LILYDALE

HIGH SCHOOL

YEAR 9 SUBJECTS

Year 9

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

The example timetable below outlines the compulsory aspects of a student's timetable and the opportunities to select subjects for study.

Semester 1	English Elective	Mathematics	Humanities	Science	Health & Physical Education	Art Elective	Elective	Community Time Elective
Semester 2	English Elective	Mathematics	Humanities	Science	Health & Physical Education	Technology Elective	Elective	Community Time Elective

Students are required to:

- study a full year of English, Mathematics, Humanities, Science and Health & Physical Education.

Students choose:

- two English subjects from a list of English electives. They will study one in each semester.
- their Art, Technology and Community Time electives, and then two more electives from any Key Learning Area
    - Excellence in Sport (EIS) and French should be picked as a priority electives as they run for the full year.

ENGLISH CURRICULUM

AFTER THE WHISTLE: REPORTING SPORT (9ERS)

OVERVIEW

After the Whistle: Reporting Sport explores the world of sports journalism, including investigations into how sports commentary and interviews are prepared and presented depending on the media context. Students learn about the role of media within sport and spectator culture, and how to adapt narrative structures and literary features to the world of sports writing. Students have the opportunity to look at a wide range of written and spoken texts from the sports world, including live commentary, interviews, biographies, sports reports, and newspaper articles.

WHAT STUDENTS WILL LEARN

Students will anlayse both written and spoken texts from the sport media industry. In doing so, they will become critical thinkers, gaining a deeper understanding of the role media and language choices play in shaping sport and spectator culture.

Students will create a range of texts, such as podcasts, live commentary, interviews, sports reports and newspaper articles. They will refine their writing and presenting skills with an emphasis on developing their own distinct voices, suited to the sporting context and its intended audience.

POSSIBLE FUTURE PATHWAYS

The study of After the Whistle: Reporting Sport 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

ENGLISH CURRICULUM

ADVANCED ENGLISH (9EAEN)

OVERVIEW

This is a subject for students who enjoy English and are looking to develop their skills to a higher level. Advanced English (Year 9) explores texts to develop analytical, creative, and critical thinking skills. Students engage with literature, film, and media to enhance their understanding of language, context, and purpose. They refine writing and speaking techniques, preparing for senior English studies by interpreting themes, constructing arguments, and expressing ideas with clarity and sophistication.

WHAT STUDENTS WILL LEARN

Students will continue to develop their writing skills with an emphasis on developing their own writing voice and writing with subtlety.

They study texts, learning to analyse the choices made by authors and the ways those choices create meaning. They further develop their ability to write analytically about a text in response to a prompt.

Students will explore the way texts are adapted from one form to another and then create their own unique adaptation of an original text.

They learn to be critical thinkers when engaging with the media and others' opinions in their analysis of argument and language.

POSSIBLE FUTURE PATHWAYS

The study of Advanced 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

ENGLISH CURRICULUM

BIG IDEAS, BIG DEBATES (9EBI)

OVERVIEW

This unit focuses on current controversies and challenges in our society. Students consider their own perspectives, as well as a range of other points of view, including the way bias and power influence. They study the concepts of Freedom and Justice, exploring views and values held about these two ideas through a range of media types. Students have the opportunity to present their position on contemporary issues in both writing and debate.

WHAT STUDENTS WILL LEARN

Students will continue to develop their writing skills with an emphasis on in depth analysis and the art of debate.

They will learn about contexts in which ideas are challenged and debated, by reading and responding to a range of text types such as persuasive, creative and informative.

Through writing their own responses to a range of big ideas, students will develop a collection of written tasks they will draw on to inspire their stance in a debate.

POSSIBLE FUTURE PATHWAYS

The study of Big Ideas, Big Debates 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

ENGLISH CURRICULUM

INVESTIGATING TRUE CRIME (9ETC)

OVERVIEW

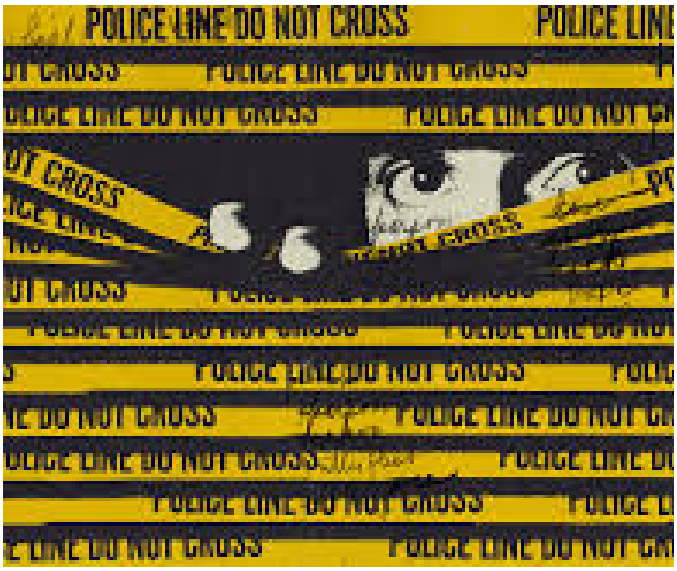
Heists? Murders? Kidnapping? Cyber-crime? Piracy? Who gets caught? Who doesn't? Why did they do it in the first place? Is true crime more than just entertainment? In this subject students explore some famous and lesser-known tales of true crime. Students compare how true crime is portrayed in different media formats such as podcasts, documentaries and books. They examine how point of view, bias and storytelling techniques are used in true crime and their impact on the audience. Students investigate what makes true crime so interesting and popular and discuss how it can raise awareness about issues in society.

WHAT STUDENTS WILL LEARN

Students will read, view and listen to a range of true crime texts, analysing and comparing how these texts use story-telling techniques including plot, setting and point of view to impact an audience.

They will develop their critical thinking skills by examining how the selective use of evidence, point of view and bias in true crime texts can influence an audience.

Students will discuss and write about why true crime is so appealing to audiences and examine the role of true crime in society and as a form of entertainment.



POSSIBLE FUTURE PATHWAYS

The study of Investigating True Crimes 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

ENGLISH CURRICULUM

SPAWN POINT: STORIES IN VIDEO GAMES (9EVG)

OVERVIEW

In this subject students explore what attracts players to story-driven games and how branching narratives are constructed. They consider the way the characters, setting and storyline are developed as well as what makes video games so compelling. Students learn to create their own text-based adventure game and include choices that feel like they matter. They also discuss the reputation and role of video games in society and how this is presented in the media.

WHAT STUDENTS WILL LEARN

Students will analyse how video games create strong stories and characters, as well as how visuals, music, dialogue and interactivity intersect to create engaging narratives.

They will develop their creative writing skills by crafting interactive stories with choices that give players a sense of agency.

Students will learn some basic programming skills and use them to develop their own Choose-Your -Own-Adventure games. They will also evaluate each other's games.

They will learn to be critical thinkers when engaging with media, reflecting on the role video games play in society, why we play them and how they have become a cultural phenomenon.

POSSIBLE FUTURE PATHWAYS

The study of Stories in Video Games 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

ENGLISH CURRICULUM

PARANORMAL VOICES: FACT OR FICTION (9EPV)

OVERVIEW

Why do we love a good ghost story? Why do we become so intrigued by the mysterious and the unsolved? In this subject students explore elements of mystery stories, aliens and the supernatural and examine how these stories build suspense and compel and thrill audiences. In looking at these different stories, students learn about the role of oral storytelling in cultures, and how to use narrative structures and conventions to create anticipation and tension in their own writing.

WHAT STUDENTS WILL LEARN

Students will investigate the role of oral and written storytelling in human culture. They will examine how these tales of the paranormal stir up excitement and fear and discuss why they play such a big role in our culture and society, developing an understanding of the psychological appeal of these stories.

By exploring a range of texts, students will analyse how writers use language, structure and stylistic devices to create the tension, suspense and mood that make these stories unforgettable.

They will also craft their own stories in which they learn to use narrative structures and stylistic devices to create anticipation and tension in their writing to keep their audience on the edge of their seats!

POSSIBLE FUTURE PATHWAYS

The study of Paranormal Voices 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:

- English
- Literature
- Drama
- Theatre Studies

Possible links to senior subjects include:

- English
- English Language
- Literature

MATHEMATICS CURRICULUM

MATHEMATICS CORE (9MMA)

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 and a semester exam. 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.

HUMANITIES CURRICULUM

HUMANITIES (9HHU)

OVERVIEW

Humanities covers elements of History, Geography, Economics and Civics and Citizenship, each study over the course of a term. The course covers local, global and ethical issues. Geography explores significant aspects of the world we live in today, and ways in which people and places are connected to one another. History explores significant events that have lasting impacts today and Economics considers the characteristics of a prosperous economy and how these affect the quality of people's lives. Civics and Citizenship explores our responsibility within community and the world at large.

WHAT STUDENTS WILL LEARN

History

Students examine modern society's development through the impacts of the Industrial Revolution, Early Australian settlement and Federation, with a focus on WW1.

Geography

Students study the ways food security is affected by our biomes. They gain an understanding of how the natural and human environments are interconnected, and the impacts these have.

Economics and Business

Students analyse the circular flow model of the economy and assess the appropriateness of specific government and Reserve Bank of Australia economic interventions through fiscal and monetary policy. Students explore the strategies and tactics used by businesses to create and maintain a competitive advantage, including entrepreneurship, marketing and public relations. They will also investigate the use of human resource management to manage and motivate employees and improve business competitiveness.

Civics and Citizenship

Through engaging in a mock election, students learn how the Australian political system works and the ways the system is designed to benefit all Australians.

POSSIBLE FUTURE PATHWAYS

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

- Year 10 Humanities Core
- Year 10 History – Australians at War
- Year 10 Geography – Documenting Disasters
- Year 10 Economics – Money Makes the World Go Round

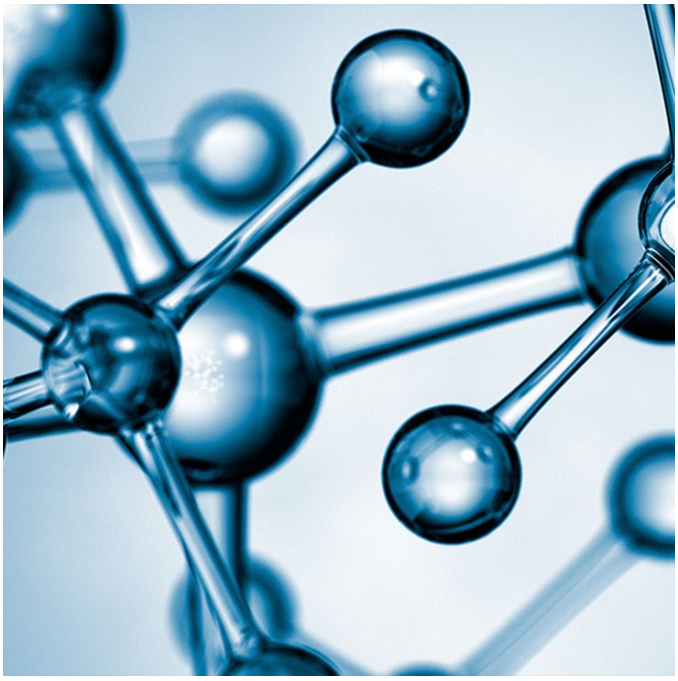
SCIENCE CURRICULUM

SCIENCE CORE (9SSC)

OVERVIEW

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, physi-cal and technological world. Scientific knowledge is contestable and is constantly revised as new evidence arises.

Core Science is compulsory at Year 9.



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. Chemistry will lead them to understand how atoms join together and in physics, they will apply their understanding of light and electricity to the wiring of a house. Later in the year, the students will conduct scientific research on a topic of their choice.

POSSIBLE FUTURE PATHWAYS

The study of Core Science at Year 9 will prepare students for study-ing 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
- Psychology
- Year 11 Biology

HEALTH & PHYSICAL EDUCATION CURRICULUM

HEALTH & PHYSICAL EDUCATION (9PPE)

OVERVIEW

Students will participate in a range of physical activities aimed at developing and challenging the students motor skills along with im-proving 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 activities including:

- Lawn Bowls
- Lacrosse
- Field Hockey
- Ultimate Frisbee
- Touch Rugby
- Backyard games
- Fitness (weekly)

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 behaviour
- Mental health
- Sexual health
- Respectful Relationships

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.

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HIGH SCHOOL

ART ENRICHMENT PROGRAM SUBJECTS

Art Enrichment Program (AEP)

The Arts Enrichment program (AEP) caters to aspiring artists across both performing and visual arts. The AEP is a two-year program running in Year 9 and 10 aiming to enrich and extend the Arts experience for students across these years. Students in the AEP will be placed in a home group together.

They will study the same core subjects as the rest of the Year 9 cohort with a unique academic focus using the Arts as a context to engage the students in their learning.

Students who would like to participate in the Art Enrichment Program should engage in the application process through the Arts Key Learning Area. Students will be required to meet the eligibility criteria which includes GPA and attendance components.

Below is a sample course outline for students accepted into the AEP.

Semester 1	AEP English	AEP Mathematics	AEP Humanities	AEP Science	Health & Physical Education	AEP Visual Arts	AEP Performing Arts	Elective
Semester 2	AEP English	AEP Mathematics	AEP Humanities	AEP Science	Health & Physical Education	AEP Visual Arts	AEP Performing Arts	Elective

Students are required to study a full year of English and Mathematics, Humanities, Science, Health & Physical Education and the Art Enrichment Program Visual and Performing Arts subject for the full year.

For students engaged in the AEP, Community Time is integrated into the AEP Visual and Performing Arts curriculum.

Students can choose up to 2 electives.

- Excellence in Sport (EIS) and French should be picked as a priority electives as they are full year subjects.

ENGLISH CURRICULUM

ENGLISH AEP (9AAEP)

OVERVIEW

The year 9 English AEP course aims to build on and extend students in their English development. The course will offer students the chance to study a range of literary texts, practicing how to respond to texts creatively and analytically. Furthermore, students will explore the way language can be used to position audiences for particular purposes and formulate an analysis of persuasive language.

WHAT STUDENTS WILL LEARN

Text Response

Students will study an Arts-based text. They will investigate the ways in which authors, playwrights and directors use language, plot devices, characterisation, mies-en-scene, lighting, camera angles and other features of written and multimedia texts. Students will analyse how these features can be used by authors to convey messages, ideas and points of view, and how these perspectives are shaped by the contexts in which the texts are created. Students will learn how to write analytically about the texts they study and will also write creative responses inspired by the texts.

Analysing Argument

Students will investigate how language, arguments and visual ele-ments of texts can work together to support a writer's purpose. They will analyse print media, images, audio and audio-visual texts. Stu-dents will learn to write analytically about the texts they have studied.

Oral Presentation

Students will research an Arts based topic that will be presented in an oral presentation. They will draw on their understanding of how language can be manipulated to suit a variety of audiences and pur-poses in order to present a point- of-view oral presentation. This may take the form of a performance monologue or Art analysis.

POSSIBLE FUTURE PATHWAYS

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

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

MATHEMATICS CURRICULUM

MATHEMATICS AEP (9MAEP)

OVERVIEW

The study of Mathematics is compulsory at the year 9 level.

Students will cover these topics:

- Number
- Finance
- Pythagoras' Theorem
- Rates & Ratios
- Trigonometry
- Linear Equations & Graphs
- Statistics and Algebra

Where possible in line with the AEP the mathematics is related to The Arts.

WHAT STUDENTS WILL LEARN

Number
Students will study finance and learn how to manage money when putting on a production.

Measurement
Students will apply measurement concepts to produce a sculpture.

Algebra
Students will use coordinate geometry and linear graphs to create pattern.

Statistics
Students will create an info graphic based on data and statistics they have collected. They may choose an Arts based topic to study.

Students complete class work, tests, journal entries and other learning and analysis tasks and a semester exam. 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.

HUMANITIES CURRICULUM

HUMANITIES AEP (9HAEP)

OVERVIEW

Humanities covers elements of History, Geography, Economics, and Civics and Citizenship. Each studied over the course of the year. The course covers local, global and ethical issues. Geography explores significant aspects of the world we live in today, and ways in which people and places are connected to one another. History explores significant events that have lasting impacts today and Economics considers the characteristics of a prosperous economy and how these affect the quality of people's lives. Civics and Citizenship explores our responsibility within the community and the world at large. Teachers will make connections between The Arts and the topics taught wherever possible, including participation in a variety of learning activities and tasks that incorporate visual and performing arts, attending excursions that link Humanities and the Arts, incursions and guest speakers.

WHAT STUDENTS WILL LEARN

History

Students study the significant events, developments and ideas that shaped the modern world, including histories of Australia, World War I, early Australian settlement, Federation, the History and development of Melbourne. They will study the arts in History and analyse various artistic representations of Historical events.

Geography

Students will gain an understanding of how the natural and human environments are interconnected, and the impacts these have. Students study biomes, human trafficking, environmental issues, environmental art and environmental artists.

Economics and Business

Students analyse the circular flow model of the economy and assess the appropriateness of specific government and Reserve Bank of Australia economic interventions. Students explore the strategies and tactics used by businesses to create and maintain a competitive advantage, including entrepreneurship, marketing and public relations. They will also learn about the use of human resource management, the management of consumer and financial risks and rewards , the importance of superannuation, as well as factors that influence major consumer financial decisions.

Civics and Citizenship

By stepping into the roles of political candidates, campaign designers, and informed voters, students bring the Australian political system to life through a dynamic mock election. This immersive experience deepens their understanding of how democracy functions but also incorporates the arts through persuasive speeches, posters, performances, and storytelling.

POSSIBLE FUTURE PATHWAYS

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

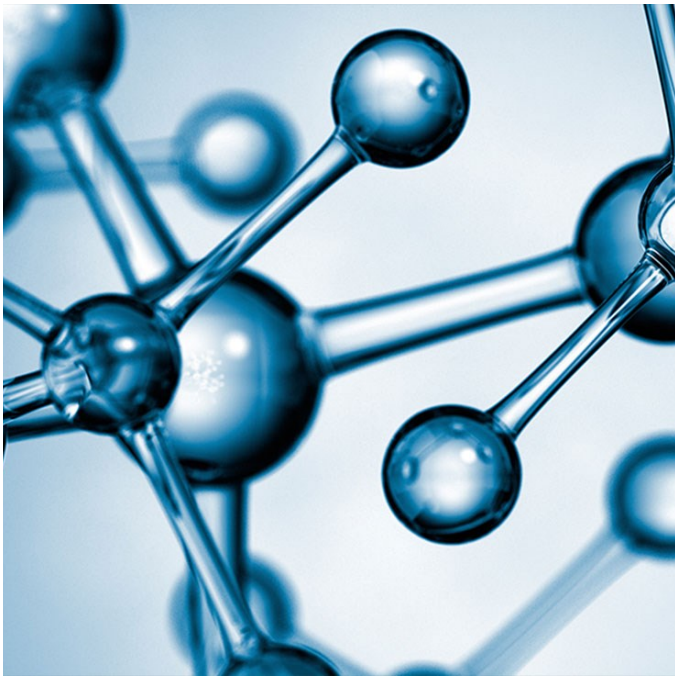
- Year 10 Humanities ADP
- Year 10 Humanities Core
- Year 10 History elective – Australians at War
- Year 10 Geography elective – Documenting Disasters
- Year 10 Economics – Money Makes the World Go Round

SCIENCE CURRICULUM

SCIENCE CORE AEP (9SAEP)

OVERVIEW

Science and the Arts are closely aligned in the use of creative thinking to understand the world and solve problems. Science is a way of answering questions about the biological, chemical, physical and technological world. Scientific knowledge is contestable and is constantly revised as new evidence arises. AEP Core Science will use Arts based topics where possible.



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 disease and pathogens and how this relates to our immune system and body functions. Chemistry will lead them to understand how atoms join together and the reactions required for the making of paints and in physics they will apply their knowledge of electricity and light in relation to the performing arts.

POSSIBLE FUTURE PATHWAYS

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

- Physics and Flight
- Chemistry
- Zoology
- Psychology

HEALTH & PHYSICAL EDUCATION CURRICULUM

PHYSICAL EDUCATION CORE AEP (9PAEP)

OVERVIEW

Students will participate in a range of physical activities aimed at developing and challenging their motor skills along with improving fitness. Students will also complete a health unit aimed at improving their understanding of how to live a healthy and active lifestyle. Where possible in line with the Arts Enrichment Program the sport curriculum will be related to The Arts.

WHAT STUDENTS WILL LEARN

Students will participate in a range of sports such as Archery, Lacrosse, Field Hockey and Ultimate Frisbee. They will also complete a core unit of Dance. The Health units which will be undertaken each semester will cover topics including risk taking behaviour, 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.

ARTS CURRICULUM

ARTS ENRICHMENT PROGRAM (9AAEP)

OVERVIEW

Arts Enrichment Core will focus on developing an understanding of how Art in various forms are developed and presented to a range of audiences. It will give students the opportunity to create Art in a range of media across the Arts domains of Drama, Music and Visual Art. Students will work collaboratively to present their work at the end of the unit in an Arts Showcase.

WHAT STUDENTS WILL LEARN

Students will work together in teams to plan, develop and present a range of art and performances to be presented to an audience at the end of the unit. They will have the opportunity to contribute to and participate in a range of roles and tasks that lead to the Arts Showcase. Including the following:

- Creating Artworks
- Exhibition Curation
- Stage Management
- Sound and Lighting
- Costume and stage design
- Event management
- Publicity and promotion.

POSSIBLE FUTURE PATHWAYS

The study of AEP Core will lead students into the AEP Core year 10 program and build skills that are beneficial in the following elective courses

Possible links to further study:

- YR 10 Drama
- YR 10 Theatre Studies
- Yr 10 Music
- YR 10 Painting and drawing
- YR 10 Ceramics
- YR 10 Photography
- YR 10 Visual Communication and Design
- VET (Acting Screen)

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ATHLETE DEVELOPMENT PROGRAM SUBJECTS

Athlete Development Program

The Athlete Development Program (ADP) caters to students that are engaged and interested in sport across their Year 9 and 10, aiming to extend the athletic and sporting experience for students across these years.

Students in the ADP will be placed in a class together, studying the same core subjects as the rest of the Year 9 cohort with a unique academic focus on sport as a context to engage the students in their learning.

Students who would like to participate in the Athlete Development Program should engage in the application process through the Health and Physical Education Key Learning Area. Students will be required to meet the eligibility criteria which includes GPA, attendance and fitness testing components.

The example timetable below outlines the compulsory aspects of a student's timetable and the opportunities to select subjects for study.

Semester 1	ADP English	ADP Mathematics	ADP Humanities	ADP Science	Health & Physical Education	Athlete Development Program	Elective	Community Time Elective
Semester 2	ADP English	ADP Mathematics	ADP Humanities	ADP Science	Health & Physical Education	Athlete Development Program	Elective	Community Time Elective

Students are required to

- study a full year of English, Mathematics, Humanities, Science and Health & Physical Education.
- study the Athlete Development Program for the full year.

Students can choose up to 2 electives and 2 Community Time electives across the year

- Excellence in Sport (EIS) and French should be picked as a priority electives as they are full year subjects.

ENGLISH CURRICULUM

ENGLISH ADP (9EADP)

OVERVIEW

Year 9 English ADP explores the purpose of advertising and persuasive language, 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, particularly within the sports industry. They will work in 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 draw on their own sporting experiences to assist in creating a range of different styles of writing.

Analytical Response

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

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

MATHEMATICS CURRICULUM

MATHEMATICS ADP (9MADP)

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
- Nonlinear 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, other learning and analysis tasks and End of Semester Exams. 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 modeling 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.

HUMANITIES CURRICULUM

HUMANITIES ADP (9HADP)

OVERVIEW

Humanities covers elements of History, Geography, Economics, and Civics and Citizenship. Each studied over the course of the year. The course covers local, global and ethical issues. Geography explores significant aspects of the world we live in today, and ways in which people and places are connected to one another. History explores significant events that have lasting impacts today and Economics considers the characteristics of a prosperous economy and how these affect the quality of people's lives. Civics and Citizenship explores our responsibility within the community and the world at large.

WHAT STUDENTS WILL LEARN

History

Students explore the key events that have shaped modern society, including the Industrial Revolution, Early Australian Settlement, and World War I, through dynamic, hands-on learning. Students take part in competitive and engaging group activities that connect history to the real world of sport, teamwork, and resilience. This active approach helps students understand how the past influences the world, and playing fields, we know today.

Geography

Students explore how global food security is influenced by the world's biomes, gaining insight into how natural and human environments are closely connected. Through interactive and real-world activities, they investigate the impact these connections have on communities, sustainability, and everyday life, including the fuel behind the food that powers performance.

Economics and Business

Students analyse the circular flow model of the economy and assess the appropriateness of specific government and Reserve Bank of Australia economic interventions. Students explore the strategies and tactics used by businesses to create and maintain a competitive advantage, including entrepreneurship, marketing and public relations. They will also learn about the use of human resource management, the management of consumer and financial risks and rewards , the importance of superannuation, as well as factors that influence major consumer financial decisions.

Civics and Citizenship

By taking part in a hands-on mock election, students actively explore how the Australian political system works and how it's designed to represent and support all Australians. This interactive experience builds teamwork, communication, and leadership skills, just as valuable in the classroom as they are on the field.

POSSIBLE FUTURE PATHWAYS

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

Students who enjoyed the Economics component of the course may also enjoy the Year 10 Accounting and Business elective – Financial Independence.

- Year 10 Humanities ADP
- Year 10 Humanities Core
- Year 10 History – Australians at War
- Year 10 Geography – Documenting Disasters
- Year 10 Economics – Money Makes the World Go Round

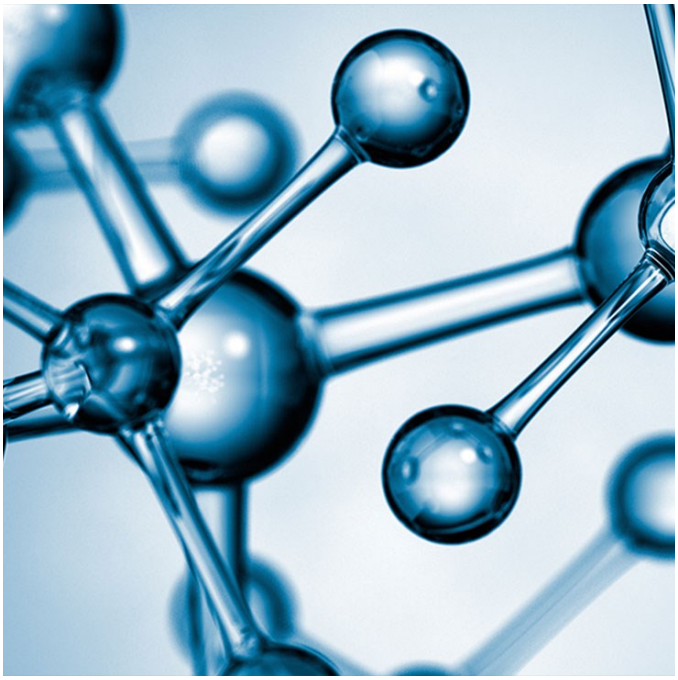
SCIENCE CURRICULUM

SCIENCE CORE (9SADP)

OVERVIEW

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.



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. Chemistry will lead them to understand how atoms join together and in physics, they will apply their understanding of light and electricity to the wiring of a house. Later in the year, the students will conduct scientific research on a topic of their choice.

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
- Psychology
- Year 11 Biology

HEALTH & PHYSICAL EDUCATION CURRICULUM

HEALTH & PHYSICAL EDUCATION (9PPADP)

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 activities including:

- Lawn Bowls
- Lacrosse
- Field Hockey
- Ultimate Frisbee
- Touch Rugby
- Backyard games
- Fitness (weekly)

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 behaviour
- Mental health
- Sexual health
- Respectful Relationships

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.

HEALTH & PHYSICAL EDUCATION CURRICULUM

ATHLETE DEVELOPMENT PROGRAM (9PADP)

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.

LILYDALE

HIGH SCHOOL

SEALP SUBJECTS

SEALP *continue from Year 8

The example timetable below outlines the compulsory aspects of a student's timetable and the opportunities to select subjects for study.

Semester 1	SEALP English	SEALP Mathematics	SEALP Humanities	SEALP Science	Health & Physical Education	French	Elective	Community Time Elective
Semester 2	SEALP English	SEALP Mathematics	SEALP Humanities	SEALP Science	Health & Physical Education	French	Elective	Community Time Elective

Students are required to

- study a full year of English and Mathematics, Humanities, Science, Health & Physical Education and French

Students can choose

- up to 2 electives and 2 Community Time electives across the year
    - Excellence in Sport (EIS) and French should be picked as a priority electives as they are full year subjects.

ENGLISH CURRICULUM

ENGLISH SEAL (9EALP)

OVERVIEW

The Year 9 English SEALP course aims to build on and extend student's skills and knowledge in English.

The course will offer students the chance to study more complex texts, practicing how to respond to different texts creatively and analytically. Furthermore, students will explore the purpose of advertising, and formulate an analysis of persuasive language.

WHAT STUDENTS WILL LEARN

Students will respond creatively and analytically to texts, building their skills in structuring analytical essays and responding to texts in an imaginative way.

Students will engage with a range of text types, and draw on ideas, language features and messages of other authors to craft their own writing.

Students will present a persuasive advertisement on a product they have created, and analyse the language used in many forms of persuasive writing.

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

MATHEMATICS CURRICULUM

MATHEMATICS SEAL (9MALP)

OVERVIEW

This subject covers a wide range of fundamental mathematical skills.

Students will develop their ability to work with numbers in real world situations through investigating everyday examples of mathematics and theoretical applications at an advanced year 9 level.

Students will cover topics from the three strands of mathematics:

- Number and Algebra
- Measurement & Geometry
- Probability & Statistics

Students will be required to use their CAS calculator to perform calculations and analyse data.

WHAT STUDENTS WILL LEARN

Students will build on a range of mathematical and problem- solving skills developed through their previous studies of mathematics. The students will be engaged in a range of tasks relating to real world and theoretical scenarios.

Students will complete examinations, analysis tasks and topic testing on matrices, algebra and equations, linear graphing, statistics, trigonometry, measurement, financial arithmetic and sequences.

POSSIBLE FUTURE PATHWAYS

- Year 10 Mathematical Methods
- Year 10 Specialist Mathematics
- Year 11 Mathematical Methods

HUMANITIES CURRICULUM

HUMANITIES SEAL (9HALP)

OVERVIEW

Students will engage with the discipline areas of History, Geography, Economics, Philosophy, and Civics and Citizenship. Students will develop their capabilities in these areas, making use of hands-on, real-word skills. For example, using historical documents, geographic imaging data, class debates and activities to demonstrate concepts.

WHAT STUDENTS WILL LEARN

History

Students will explore Aboriginal and Torres Strait Islander Peoples' experiences and perspectives of colonisation and resistance between 1788 and 1938. They will investigate significant events, people and a range of different perspectives contributing to Aboriginal and Torres Strait Islander Peoples' rights and freedoms during the 18th and 19th centuries.

Students will analyse the role of egoism and altruism in influencing human behaviour. They will also analyse the cause and effects of WWII, focusing on the events and experiences of those in Europe, particularly during the Holocaust.

Geography

This subject explores the dynamic relationship between people and the environment through the themes of human wellbeing, biomes, and geographies of interconnection. Students investigate the factors that influence the quality of life across different regions and examine global variations in wellbeing. They study the characteristics and distribution of the world's biomes, focusing on how they support life, contribute to food security, and are altered by human activity. Through the concept of interconnection, students analyse how people, places, and products are linked on a local to global scale, fostering a deeper understanding of globalisation and its impact on environments and societies.

Philosophy

Students will be introduced to foundational concepts in philosophy and ethics. Students explore the ideas of significant philosophers from various traditions, examining how their thoughts have shaped ethical thinking throughout history. Students develop critical reasoning skills essential for constructing and evaluating arguments. Ethical theories such as consequentialist, deontology and virtue ethics are examined and applied to contemporary moral issues. Students engage in structured ethical debates, learning to articulate positions clearly, consider opposing viewpoints, and reason ethically in a respectful and informed manner.

Business and Economics

Students analyse the circular flow model of the economy and assess the appropriateness of specific government and Reserve Bank of Australia economic interventions. Students explore the strategies and tactics used by businesses to create and maintain a competitive advantage, including entrepreneurship, marketing and public relations. They will also learn about the use of human resource management, the management of consumer and financial risks and rewards , the importance of superannuation, as well as factors that influence major consumer financial decisions.

POSSIBLE FUTURE PATHWAYS

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

Students who enjoyed the Economics component of the course may also enjoy the Year 10 Business elective – Financial Independence.

- Year 10 History - Australians at War
- Year 10 Massive Modern Mishaps
- Year 10 Geography
- VCE Legal Studies
- VCE History
- VCE Geography
- VCE Philosophy
- VCE Economics

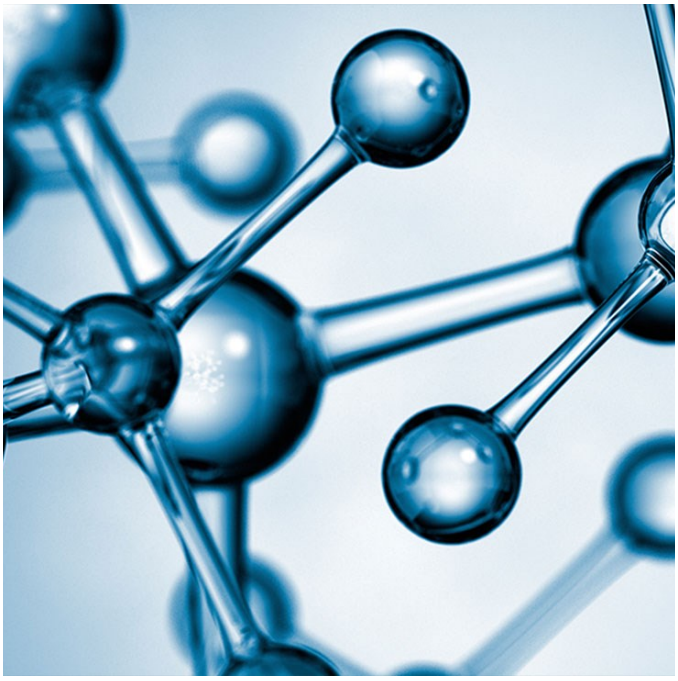
SCIENCE CURRICULUM

SCIENCE SEAL (9SALP)

OVERVIEW

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.

SEALP Science is a compulsory part of the SEALP 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. Chemistry will lead them to under-stand how atoms join together and their applications to nanotechnology and how chemical reactions can be sped up. In physics, they will apply their knowledge of electricity and light to find creative ways to wire a house. Later in the year, the students will conduct scientific research on a topic of their choice.

POSSIBLE FUTURE PATHWAYS

The study of SEALP 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
- Psychology
- Year 11 Biology

HEALTH & PHYSICAL EDUCATION CURRICULUM

HEALTH & PHYSICAL EDUCATION SEAL (9PALP)

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 activities including:

- Lawn Bowls
- Lacrosse
- Field Hockey
- Ultimate Frisbee
- Touch Rugby
- Backyard games
- Fitness (weekly)

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 behaviour
- Mental health
- Sexual health
- Respectful Relationships

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.

LANGUAGES CURRICULUM

FRENCH (9LFR)

OVERVIEW

This subject is designed to further develop students' ability to communicate in French, as well as their understanding of French culture.

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 activi-ties with friends and family. They will be able to discuss and under-stand 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 and how to order in a restaurant.

Students will learn to talk and write about their own lives, using the past tense.

POSSIBLE FUTURE PATHWAYS

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

LILYDALE
HIGH SCHOOL

COMMUNITY TIME ELECTIVE SUBJECTS

COMMUNITY TIME ELECTIVES

THIS IS YOUR LIFE: STORIES OF THE COMMUNITY (9CTYL)

This is your life: stories of the community are about allowing members of the broader community to tell their own story and developed into a memoir by a student writer. Students will engage in an interview, draft, edit and publish the memoir before presenting it back to their community members.

FABRICS FOR FAUNA (9CFFF)

Would you like to help keep orphaned baby wildlife warm and toasty? We'll be making pouches, jumpers, and other items for local wildlife shelters to ensure that sick, injured and orphaned wildlife are kept toasty, warm and comfortable.

THE COMPASSIONATE KITCHEN (9CTCK)

The Compassionate Kitchen is a feel-good subject where students use cooking and creativity to celebrate, connect, and show gratitude. Whether it's baking for a school event or preparing thank-you gifts for staff, every project is designed to bring joy to others. It's a fun, hands-on way to build teamwork, express kindness, and make a meaningful impact one delicious treat at a time.

ACTING OUT (9CAO)

Students will participate in fun, team building games and activities that help develop personal growth. They will get the opportunity to devise and produce performances that examine a range of topics promoting self-esteem, wellbeing, positive mental health, sustainability and diversity in the community. Students will work collaboratively in groups to write, produce and perform in a variety of settings within the community such as Primary Schools, Aged Care facilities and community festivals.

COMMUNITY MUSIC: COMMUNITY JAM / MIC CHECK (9CCB)

In this hands-on music elective, students will build their musical confidence, creativity, and collaboration skills through live performance. Whether you're into vocals, instruments, or digital beats, you'll work with others to create original and reimagined music, rehearsing for real-world performances in the local community. Students will explore song arrangement, stage presence, and sound tech while developing a shared musical identity. The course ends with a showcase where your group takes the stage - in school and beyond - bringing music to life for a live audience. No experience needed, just a passion to play, perform, and connect!

COMMUNITY ART: STREET ART (9CSA)

Students will explore Art in the community and produce Art for public display. They will engage with the community to design, create, and display artwork reflecting community issues or Organisations, using stencilling, laser cutting, drawing, painting, and sculpture. They will work in teams to design artworks that

COMMUNITY MEDIA: LHS MEDIA TEAM (9CMT)

The LHS Media Team is a creative space where students plan, produce, and publish media content. They'll build skills in photography, videography, design, and writing. Students contribute to newsletters, posters, and videos while sharing ideas and helping promote school events and initiatives through engaging, student-led digital content.

CONNECTING WITH CLAY (9CCWC)

Students will build connections with and enhance their community by creating ceramic artworks. Students will participate in two projects: Designing, planning and creating a collaborative public artwork; Planning, marketing and running a market stall selling items created over the semester, raising funds for community

REPTILE CARE & WILDLIFE PRESENTATIONS (9CRCP)

Students will learn zoo-standard animal husbandry techniques to care for Australia's most extensive in-school reptile collection. Students will then share the knowledge they have gained about the animals and their care with other schools and local community groups by inviting them to interactive tours of our Zoology Centre.

LILYDALE LAKE MONITORING PROGRAM (9CLLM)

Become part of a team who will investigate the environment around Lilydale Lake and monitor the health of this living system. Conduct water monitoring, wildlife audits, and environmental works in the area and develop materials to promote this amazing area and how to keep it healthy. Make a real difference at a special community meeting place!

DESIGN THINKING (9CDT)

Students will use Human Centred Design Thinking (HCDT) to solve a specific problem or challenge in the community. HCDT empowers teams and individuals to address the core needs of those who require a solution to a problem. This elective will involve using the facilities at the Yarra Ranges Tech School and facilities.

SIDE HUSTLE (9CSH)

Introduces the idea of philanthropy (the donation of money to promote the welfare of others) and socially conscious business in a hands-on practical way. Students investigate the factors that contribute to a good and profitable business, the requirements of setting up a small business and the mathematical skills required to run a business. Students will develop a not-for-profit business that will sell a product or service within the school community and increase awareness of a contemporary environmental or societal issue. All proceeds from the student's business will be donated to a cause deemed worthy by the students.

GREEN TEAM (9CGT)

Working together with like-minded students, this is your opportunity to help design and develop garden spaces to make a more sustainable school. You will have a chance to develop hands-on skills in construction (planter boxes and seating), create a planting and harvesting schedule, and assist in donating our harvest to those in need in the local community.

LHS CAFÉ (9CLHC)

Working together, you will be responsible for designing, preparing, sourcing, marketing and selling a fortnightly menu available to staff within the school. All profits from the sale of the food will be donated to a local charity of your choice. As part of the course, there will be the opportunity to be trained in making coffee using our onsite coffee machine, enhancing part-time employment opportunities.

COMMUNITY SPORT (9CCS)

Students will put the SEPEP (Sport Education in Physical Education Program) skills developed in Year 7 and 8 Physical Education classes into action with local primary schools or junior students. Students will plan, organise and run sports tournaments and develop their leadership skills through the experience of taking on key roles such as coach, officials, scorers, publicist replicating the positions essential for a thriving community sports program.

HORTICULTURE AND HOUSEHOLD SKILLS (9CHHS)

Horticulture and Household Skills will cover a range of skills allowing students to have skills to manage the upkeep of a household and garden. Students will collect data from the school community about issues they could help solve or improve and be tasked with solving these minor maintenance issues, building skills using task specific tools and processes. Throughout the semester students will learn how to maintain and establish gardens using weeding, pruning, propagation and plating skills. Students will also learn how to mend plaster, cut in for painting, fix cisterns and replace washers in taps among other household maintenance and improvement skills. When students are not working in the practical space they will learn how to create a tax file number, learn about the purpose of an ABN and the importance of superannuation.

HEALTH & WELLBEING TEAM (9CHWT)

Students will work together to research, plan, organise and run health and wellbeing activities for both the school and local community. This includes visits to a childcare centre, primary school and aged care facility, where they will build communication skills and learn how to support the health and wellbeing of people at different life stages. They will also take part in the Wellbeing Wednesday initiative by creating and running lunchtime events at school that promote positive health messages. This subject is a great opportunity for students to make a positive impact on their own and others' wellbeing, while gaining valuable experience in real-world settings.

DUKE OF EDINBURGH (9CDE)

This is a world-wide program aimed at developing young people's personal skills, in particular, resilience, teamwork, personal organisation, leadership 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. To achieve the award students' needs to complete 4 components which include:

- Adventurous Journey
- Community Service
- Physical Recreation
- Skill

Given the higher level of risk and the, at times, remote locations of activities that the nature of this subject demands, students must have demonstrated an ability to behave appropriately and follow teacher instructions prior to acceptance in this subject. Factors such as GPA, attendance and coordinator recommendations may be a factor in acceptance to this subject.

LILYDALE

HIGH SCHOOL

ELECTIVE SUBJECTS

ARTS CURRICULUM

CERAMICS: FUNCTIONAL (9ACF)

OVERVIEW

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

Ceramics Functional focuses on designing and creating pieces that can then be used, such as cups/ mugs, plates bowls, vases, lamp bases and lanterns. Students create using the pottery wheel, moulds, slab, pinch and coil construction and develop a range of decoration techniques including how to use stencils, sprig moulds and layered coloured glazes as well as Japanese transfer paper, bubble glazing and marbling. Students will be introduced to the pottery wheel and learn how to centre and produce a basic cylinder.

WHAT STUDENTS WILL LEARN

Students will explore and utilise clay as a functional and expressive medium. Reinforce and refine the development of basic hand build-ing 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 collabora-tive 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 Year 10 courses across a wide range of areas.

Possible links to further study:

- Year 10 Ceramics
- Year 10 Painting Drawing
- Year 10 Visual Communication
- Year 10 Theatre Studies
- Year 10 Photography

ARTS CURRICULUM

CERAMICS: SCULPTURAL (9ACS)

OVERVIEW

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

In Ceramics Sculptural, 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 ex-periment 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 Japa-nese transfer paper and wax resist.

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 – 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 collabora-tive and individual project management skills. These skills are trans-ferable 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 Year 10 courses across a wide range of areas.

Possible links to further study:

- Year 10 Ceramics
- Year 10 Painting Drawing
- Year 10 Visual Communication
- Year 10 Theatre Studies
- Year 10 Photography

ARTS CURRICULUM

COMPUTERS IN ART (9ACO)

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 tech-niques, and the ability to create artworks for different audiences.

WHAT STUDENTS WILL LEARN

Students use software such as Adobe Photoshop to combine, en-hance and edit images. They presen their artwork in a digital portfo-lio and are able to explain the purpose and development of creations.

They start to develop an understanding of how design elements are used to change the effect of images on the viewer. They also investi-gate 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 Year 10 courses across a wide range of areas.

Possible links to further study:

- Year 10 Computer Art
- Year 10 Visual Communication
- Year 10 Photography
- Year 10 Web Design
- Year 10 Games and Animation

ARTS CURRICULUM

EXPLORING DRAMA (9ADR)

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
- Approaching stimulus material: paper/ scissors/rock
- 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, team-work, perseverance and the ability to accept feedback.

Possible links to further study:

- Year 10 Drama
- Year 10 Theatre Studies
- VET Acting (Screen) Certificate III

ARTS CURRICULUM

DRAMA: PAGE TO STAGE (9ADS)

OVERVIEW

Drama is a great way to work creatively and collaboratively with oth-ers in a relaxed and supportive environment.

This course allows students to explore and apply production areas to a scripted work, including acting, directing and technical components of a staged performance.

The Units of Study in 9 Drama B include:

- Production Areas: sound production, lighting, costume, props and set design
- Pre-production Processes: script interpretation, the audition process, design concepts
- Production Processes: acting and character development, rehearsing and applying production areas
- Performance and Post-production Processes: presenting and reflecting upon a scripted work

WHAT STUDENTS WILL LEARN

Students will participate in practical workshops to examine a variety of production areas and apply these to a scripted work. Students will learn audition tips along with skills in directing and acting, in order to take a playscript from the page to a stage. Students will develop knowledge of industry-related terminology and learn to evaluate and analyse their own 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, collaboration, perseverance and the ability to accept and apply feedback to their work.

Drama also provides a pathway to other areas of study including:

- Year 10 Drama
- Year 10 Theatre Studies
- VET Acting (Screen) Certificate III

ARTS CURRICULUM

EXPLORING VISUAL ART (9AEV)

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 enhance 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 continue 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 Year 10 courses across a wide range of areas including:

- Year 10 Painting Drawing
- Year 10 Visual Communication
- Year 10 Theatre Studies
- Year 10 Photography
- Year 10 Ceramics

ARTS CURRICULUM

MEDIA: PHOTO (9AMEP)

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 representa-tions 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 communi-ty, institutional contexts and different audiences.

Students create media productions including print media, digital pho-tography and photoshop and podcasts.

Develop skills in the use of various technologies and software.

Analyse and evaluate how technical and symbolic elements are ma-nipulated 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

ARTS CURRICULUM

MEDIA: VIDEO (9AMEV)

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 produc-tions 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 insti-tutional 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

ARTS CURRICULUM

PLUGGED IN: MUSIC PERFORMANCE (9AMP)

OVERVIEW

This course is designed for students to develop their musical knowledge and music performance skills through live performance. 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:

- Live performance analysis
  - live performance setup and stagecraft
  - elements of music
- Music theory and performance skills/devices
  - music notation
  - basic and advances scales recording music
- Stage presence and performance
  - soloing in music
  - improvisation styles performance skills

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 perfor-mance 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 Instrumental Music & Year 10 Musical Performance.

ARTS CURRICULUM

WIRED FOR SOUND: COMPOSING DIGITAL MUSIC (9AMD)

OVERVIEW

Fancy yourself as a songwriter? This course focuses on song writingand the harmonic structure of music. Throughout the unit, students will develop skills in music composition in order to write and record their own works. Students will develop an appreciation of famous songs and songwriters and improve their understanding of the ele-ments 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
  - tools and equipment for electronic music
- Song writing performance
  - song writing performance recording

WHAT STUDENTS WILL LEARN

Students will participate in activities that investigate the history of song writing and musical scores. They will explore composition de-vices and develop skills in chord progressions and diatonic harmony.

Students will gain knowledge of the elements of music and apply effective workshopping processes to compose a themed piece of music. Students will analyse and evaluate their own work and the work of others.

POSSIBLE FUTURE PATHWAYS

This course develops students' musician knowledge of composition which is foundational for further study in music.

These skills are required in the study of VCE Music Performance.

They also provide pathways to the study of Instrumental Music & Year 10 Musical Performance.

ARTS CURRICULUM

ARCHITECTURE AND DESIGN (9AVC)

OVERVIEW

In Architecture design, students will explore and respond to design challenges within the environmental design field. The Environmental design field includes areas such as residential and commercial buildings, interiors, performance and exhibition spaces, parks, streetscapes and gardens. Student will adopt design thinking skills to create design solutions in response to a given brief- developing their skills in technical drawing, model making and 3D computer software. Students will develop an understanding of the design process, conceptions of good design and visual language, and how designers utilise these to appeal to a range of stakeholders.

WHAT STUDENTS WILL LEARN

This subject is beneficial for students with an interest in art and design, who may be looking to complete Visual Communication and Design in future year levels, or are interested in exploring creative fields beyond high school as a career path such as Architecture, Interior design, Landscape designer or Urban planning.

POSSIBLE FUTURE PATHWAYS

Architecture and Design is a subject where students develop creative and critical thinking skills.

Students use these skills to solve design problems – valuable skills that can be applied in any subject or work force.

Year 9 Architecture and Design leads into Year 10 Visual Communication and Design and can provide skills also used in Year 10 Art and Photography.

Links to senior subjects:

- Visual Communication and Design
- Art Making and Exhibiting
- Art Creative Practice
- Media
- Theatre Studies

ARTS CURRICULUM

GRAPHIC DESIGN STUDIO (9AVC)

OVERVIEW

In Graphic Design Studio, students will explore and respond to design problems within the messages design field. Students will explore and create design solutions for packaging, advertising, promotional materials and branding. Students will develop design thinking skills to create design solutions in response to a given brief, developing their skills in freehand drawing and vector based computer software such as Adobe illustrator. Students will develop an understanding of the design process, conceptions of good design and visual language, and how designers utilise these to appeal to a range of stakeholders.

WHAT STUDENTS WILL LEARN

This subject is beneficial for students with an interest in art and design, who may be looking to complete Visual Communication and Design in future year levels, or are interested in exploring creative fields beyond high school as a career path such as Graphic design, art director, interface and web design, illustration and those working in adverstising, animation or visual effects.

POSSIBLE FUTURE PATHWAYS

Graphic Design Studio is a subject where students develop creative and critical thinking skills.

Students use these skills to solve design problems – valuable skills that can be applied in any subject or work force.

Year 9 Graphic Design Studio leads into Year 10 Visual Communication and Design and can provide skills also used in Year 10 Art and Photography.

Links to senior subjects:

- Visual Communication and Design
- Art Making and Exhibiting
- Art Creative Practice
- Media
- Theatre Studies

ENGLISH CURRICULUM

CREATIVE WRITING (9ECW)

OVERVIEW

Writing is a powerful gift. It gives us the ability to create alternative reali-ties or explore the ones that exist through a unique perspective.

Creative Writing in Year 9 is an opportunity to create imaginative written texts, with a focus 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 devel-op their ideas and bring them to life.

WHAT STUDENTS WILL LEARN

Students will develop their understanding of the components of a short story, working on the planning, drafting and editing process throughout the course of the term.

Students will also learn to create a detailed plan for an extended text, such as a novel. They will develop their ideas through analysis of narrative structures, culminating in an extended outline of the plot, as well as 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:

- English
- Literature

LANGUAGES CURRICULUM

FRENCH (9LFR)

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 activi-ties with friends and family. They will be able to discuss and under-stand 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 and how to order in a restaurant.

Students will learn to talk and write about their own lives, using the past tense.

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

MATHEMATICS CURRICULUM

BRIDGING MATHEMATICS (9MBM)

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
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

MATHEMATICS CURRICULUM

ENGINEERING MATHEMATICS (9MEM)

OVERVIEW

The engineering mathematics elective explores the understanding of mathematical concepts and developing an appreciation for mathematical thinking through problem solving and exploring 21st century skills.

The subject is designed to provide students with the application of engineering mathematics and solving real-world problems.

WHAT STUDENTS WILL LEARN

Students will explore project-based learning as they work collaboratively, creativity and incorporate critical thinking skills to explore the application of mathematics in the real world.

Students will have the opportunity to undertake acceleration activities and enriched tasks designed to expand their Mathematical knowledge and skills, with a focus on engineering and the design process.

They complete class work, prototype and models, portfolio entries and other learning tasks relating to each topic.

Students will design tasks and demonstrate comprehension of the problem, the ability to choose an appropriate problem solving and modeling strategy and the capacity to communicate the results suc-cinctly and effectively.

POSSIBLE FUTURE PATHWAYS

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

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

HEALTH & PHYSICAL EDUCATION CURRICULUM

DANCE (9ADN)

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 rou-tine 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:

- Year 10 Drama
- Year 10 Theatre Studies
- Year 10 PASE (aerobics)

PASE CURRICULUM

PHYSICAL EDUCATION: BOYS (9PPB)

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 coach-ing and organising skills.

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
- Sports Science

HEALTH & PHYSICAL EDUCATION CURRICULUM

PHYSICAL EDUCATION: GIRLS (9PPG)

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.

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 encouraged to select one of the Year 10 electives. These are:

- Fitness for Me
- My Body Systems
- Sports Coaching
- Sports Science

HEALTH & PHYSICAL EDUCATION CURRICULUM

AEROBICS (9PAR)

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
- Sports Science

HEALTH & PHYSICAL EDUCATION CURRICULUM

COURT AND FIELD SPORTS (9PCF)

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 encouraged to select one of the Year 10 electives.

These are:

- Fitness for Me
- My Body Systems
- Sports Coaching
- Sports Science

HEALTH & PHYSICAL EDUCATION CURRICULUM

EIS BASKETBALL (9PEB)

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 fee associated with this subject.

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
- Strength and Conditioning

POSSIBLE FUTURE PATHWAYS

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

HEALTH & PHYSICAL EDUCATION CURRICULUM

EIS NETBALL (9PEN)

OVERVIEW

The Excellence in Sport Netball Program is an athlete centred pro-gram 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 fee assosiated with this subject.

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
- 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.

HEALTH & PHYSICAL EDUCATION CURRICULUM

EIS AFL (9PEFB: BOYS) (9PEFG: GIRLS)

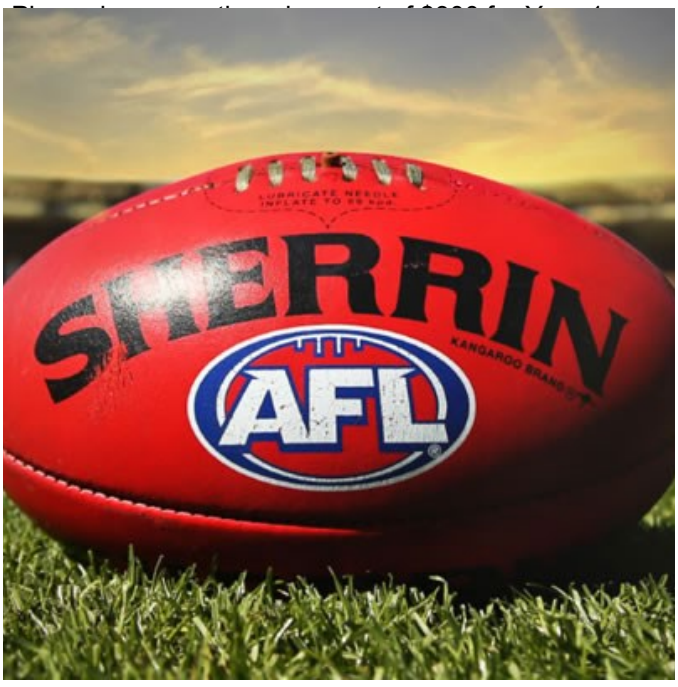
OVERVIEW

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.



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
- Offensive and Defensive Structures
- 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.

HEALTH & PHYSICAL EDUCATION CURRICULUM

STRIKING SPORTS (9PSS)

OVERVIEW

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

WHAT STUDENTS WILL LEARN

Students will learn the fundamental skills involved in striking sports which may include, but not limited to:

- Tennis
- Badminton
- Softball/baseball
- Cricket

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
- Sports Science

SCIENCE CURRICULUM

FORENSIC SCIENCE (9SFS)

OVERVIEW

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws. Students will apply science skills to investigate how forensics departments analyse fingerprinting, fibers, ballistics, blood spatters, and blood samples from crime scenes.

WHAT STUDENTS WILL LEARN

Students will apply their understanding of Chemistry, Physics and Biology to criminal investigations. They will have opportunities to use experimental analysis of fingerprints, fiber analysis, blood samples and chemical analysis to solve case studies related to crimes. They will learn about DNA and how this relates to criminal investigations. They will analysis blood splatter patterns and apply their knowledge of forces when investigating car crash scenarios. They will use their knowledge of biology and the environment to find the time and cause of death. Students will be introduced to how the criminal and civil laws relate to the scientific investigations and handling of evidence and how this translates from the laboratory to court.

POSSIBLE FUTURE PATHWAYS

Forensic Science can be a pathway to studying VCE Sciences including:

- Chemistry
- Biology
- Physics
- Psychology
- Environmental Science

The following careers are related to this subject:

- Forensic Biologist
- Biomedical Scientist
- Expert Witness
- Forensic Trace Evidence Specialist
- Analytical Chemist
- Science Teacher
- Clinical Toxicologist

TECHNOLOGY CURRICULUM

FLIGHT, DRONES AND DESIGN (9TFD)

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.

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 Systems Engineering

Possible links to VCE subjects include:

- VCE Systems Engineering

TECHNOLOGY CURRICULUM

FOOD STUDIES: READY, STEADY BAKE (9TFSA)

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 stu-dents come to understand the importance of sound nutrition princi-ples, 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.

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 Aus-tralian Guide to Healthy Eating.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Food and Culture
- Year 10 Food for Health and Wellbeing

TECHNOLOGY CURRICULUM

FOOD STUDIES: PICK N MIX (9TFP)

OVERVIEW

Pick N Mix is designed to expand students' knowledge and skills in cooking through the production, design and evaluation of food products. Students will have more choice over ingredients in their cooking and be tasked with selecting ingredients within a prac to adhere to a design brief or challenge.

This Food Studies subject require the students to have a container in which to take home their products.

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.

Students whose fees remain unpaid will be allowed to participate in the practical component of cooking, however they will be unable to take their dish home.

WHAT STUDENTS WILL LEARN

Students will revisit the importance of safety and hygiene in the kitchen, whilst developing their skills using a variety of kitchen equipment and ingredients. Students will work individually, in pairs and sometimes in groups of up to 4. Students will have the opportunity to evaluate their cooking and complete sensory analyses of different types of food. In most lessons, the recipes presented to students will allow them to select their own ingredients from a pre-determined 'open pantry', increasing student agency within the classroom.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Food and Culture
- Year 10 Food for Health and Wellbeing

TECHNOLOGY CURRICULUM

SYSTEMS ENGINEERING (9TSE)

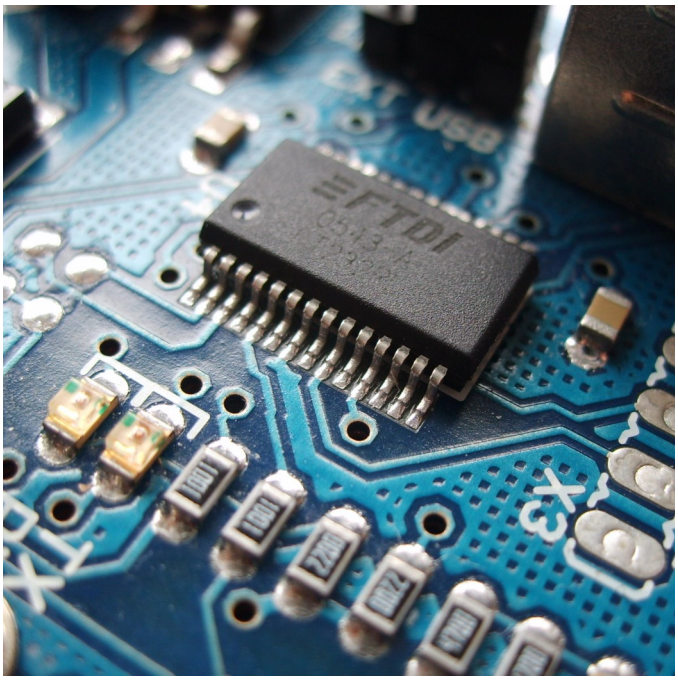
OVERVIEW

Year 9 Systems incorporates the electronic skills learnt during the Junior Systems program and are developed to a much higher 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.

Students will further develop skills learnt during junior Systems Engineering, including basic circuitry and soldering.

Please note that this subject will attract a fee.



WHAT STUDENTS WILL LEARN

Students will develop a deeper understanding of electronic components and circuitry. They will investigate functional design and aesthetics while creating an industrial inspired desk lamp.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Systems Engineering

Possible links to VCE subjects include:

- VCE Systems Engineering

TECHNOLOGY CURRICULUM

TEXTILES (9TTA)

OVERVIEW

Design and make your very own Peter Alexander inspired pyjama product range: PJ shorts, pants, eye masks, bags, scrunchies, and matching bandannas for your loved pet!

Students are introduced to the many aspects of Textiles, including hand stitching, following a pattern and the safe use of sewing machines.

Students investigate workplace safety and various production processes past and present. Students complete elements of the produc-tion plan and record a production log.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

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

Students will enhance their garment construction skills by being ex-posed to patterns, various construction and embellishing techniques. Students being inspired by Peter Alexander will produce PJ shorts/pants, and a matching range of accessories with a focus on sustainability.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Textiles

Possible links to VCE subjects include:

- VCE Product Design and Technology- Fashion

TECHNOLOGY CURRICULUM

DIGITAL TECHNOLOGIES (9TWP)

OVERVIEW

Are you ready to take your digitech skills to the next level? Continue your Micro:Bits journey to expand your knowledge on the link between hardware and software, including the fascinating history of computing! Grow your skills from drag and drop coding to writing your own code in Python… if you can control these machines, you can control the world!

WHAT STUDENTS WILL LEARN

- The links between software and hardware
- bout the development of hardware over time
- How to code and create apps

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Digital Technologies

Possible links to VCE subjects include:

- VCE Applied Computing

TECHNOLOGY CURRICULUM

WOOD TECHNOLOGY (9TWT)

OVERVIEW

Students will develop their knowledge and skills in the area of wood-working 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

Students will implement the Double Diamond Design Approach to develop a design brief, visualisations and working drawings.

Student will create an industrial inspired lamp, as well as various other, smaller projects to develop their woodworking skills.

POSSIBLE FUTURE PATHWAYS

Possible links to Year 10 subjects include:

- Year 10 Wood

Possible links to VCE subjects include:

- VCE Product Design & Technology (Wood)