Year 9 Curriculum Handbook

2016
Dear Year 9 Students

Welcome to Year 9!

Year 9 is a significant year in your lifelong learning journey. As you take the step from Year 8 into Year 9 we recognise that you are ready to take more ownership of and responsibility for your learning. Until now you have benefited from participating in a broad range of core learning experiences, but in Year 9 you are given the opportunity to choose from a diverse range of elective subjects, many of which are community based.

A considerable amount of information will be provided to you about the available electives. Feel free to ask any questions, and as many as you like, to ensure you fully understand this information. Asking questions is a key way to learn. As you explore your options, don’t be surprised if you change your mind, as this is a normal part of the process.

I encourage you to take time to think about what you enjoy, are interested in, and are good at. Then choose electives based on your reflections. If you are unsure what will be involved in a particular elective, talk to your House Tutor or House Dean, who will assist you or refer you to a staff member who can.

As each of us is unique, each of us learns differently, but it is most important that we are valued for the way we learn. Aim to learn more about how you like to learn and explore different strategies and approaches with your teachers.

Once you have completed the process of planning your academic program, ensure you spend time planning your involvement in one or more of the co-curricular programs. The skills you learn by participating in these activities will be of great assistance to you in your immediate and long-term future, and greatly enrich our community life in the process.

The Power of 9 Program is a unique and special experience for you and I hope that you will use every opportunity to explore possibilities, be brave, take risks and give back.

I look forward to sharing your learning journey with you.

Jon Charlton
Principal
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A great deal has been written about the characteristics and developmental needs of adolescents. By the time students reach Year 9, they are beginning to gain independence from their parents and teachers whilst developing more supportive relationships with their peers.

Research reveals the specific aspects of schooling and learning that tends to engage adolescents. This includes students responding positively to an authentic, engaging curriculum that is linked to their lives outside as well as inside the classroom. Students value opportunities to explore new ideas in depth, and are best able to do so in cooperative learning situations in which they feel secure and are able to take intellectual risks. Adolescents tend to respond to student-focused teachers with a sound knowledge of their needs and expectations.

_The Power of 9: Discover who you can be!_ program has been developed to incorporate:

- A challenging, integrative, and exploratory curriculum;
- Varied teaching and learning approaches;
- Assessment and evaluation that promotes learning;
- Flexible organisational structures;
- Programs and policies that foster health, wellness, and safety; and
- Comprehensive guidance and support services.

The core components – _Explore Possibilities, Challenge Yourself and Give Back_ – combine best practice and current research with Kilvington’s vision of inspired and in-depth learning within a holistic framework. The school’s Year 9 Program offers students the best of both worlds, enabling them to participate in valuable experiences outside the school while remaining within Kilvington’s community.

_Explore Possibilities_

Students explore the physical, cultural and social issues faced in Melbourne. They develop awareness of the uniqueness of Melbourne as a multicultural society through activities based throughout the city. Students tackle a complex social issue and use their skills to understand and work through it.

_Challenge Yourself_

In small groups, students select a site to volunteer their time and skills. They then create and implement a project that positively contributes to the lives of people in the community.

_Give Back_

Students plan and undertake a series of activities in order to make a difference to communities beyond Kilvington. These activities usually include a strong focus on global connections. All Year 9 students receive a Red Cross Community Service Certificate after the successful completion of the Challenge component of the program which also satisfies a criteria of the Duke of Edinburgh Bronze Award. Students are also strongly encouraged to participate in the Duke of Edinburgh Bronze Award. The completion of this award allows students to gain internationally recognised personal success, and encourages greater participation in our School’s co-curricular program.

By ‘discovering who they can be’, Year 9 Kilvington students are developing 21st century skills that help them become:

- Community-builders with strong social competencies and resilience, a positive valuing of self, and a strong sense of personal and social values;
- Team members with skills in cooperation, communication and negotiation;
- Intellectually curious young people, able to find, select, structure and evaluate information;
- Problem-solvers, complex, creative and critical thinkers, intellectual risk-takers and decision-makers;
- Responsible, persevering, self-regulating, reflective, self evaluating and self-correcting people, with genuine independence of mind;
- Flexible and adaptable people, who continue to learn throughout their lives.
Year 9 Core Program 2016

All Year 9 students study a compulsory core program that has been designed to provide a broad range of skills, both academic and personal. All students study the following core subjects:

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Semester One: Explore

Semester Two: Challenge

Semester One

Explore
All Year 9 students take Explore in Semester One.

Students will experience the historical, cultural, social and economic opportunities of the CBD.

Semester Two

Challenge
All Year 9 students take Challenge in Semester Two.

This takes the form of a negotiated contract where students undertake a challenge in one of three areas through volunteering:

- Community
- Environment
- Global
The Elective Program provides opportunities for students to explore a range of elective subjects.

Year 9 should be seen as a “circuit breaker”, a time for personal growth and development, and should not be viewed solely as preparation for tertiary studies. It is important that Year 9 provides a proper breadth of study to prepare students to embark upon a diverse range of endeavours in later years. However, because of the need to maintain continuity with languages, students must give serious consideration before discontinuing any Language Other Than English (LOTE).

Elective units are semester length; however, language studies are taken as a double unit sequence. While we endeavour to meet students’ preferences, this may not always be possible due to limitation of class size and timetables. In most cases, elective classes will not run unless there is a minimum of 10 students.

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Resource Centre Services

Information Access
The McKie Resource Centre caters for all students from ELC to VCE and provides a comprehensive collection of print, audio-visual and online resources that support the curriculum, and audio-visual equipment. There is an extensive collection of picture books and novels for recreational reading for all year levels. We are open daily during term time and students are welcome to make use of the refurbished McKie Resource Centre which is a central light-filled space that provides a comfortable and quiet library environment.

The staff of the McKie Resource Centre – Mrs Jane Viner, Mr Jordan Adams and Ms Vanessa Walker aim to provide a caring, student and staff friendly well-resourced environment for reading, research, relaxation and individual study.

The Resource Centre has a dedicated Junior Library area where ELC and Junior classes visit regularly with their teachers to enjoy literature and develop their researching skills. Year 3 – 6 Junior School students can visit at lunchtime with a library pass from their class teacher.

For secondary students, the Resource Centre provides a wide selection of print and electronic resources to support the Curriculum, as well as a comprehensive collection of novels for recreational reading. Students in English classes from Year 7 – 10 enjoy a regular wide-reading session.

Information and digital literacy skills are taught cooperatively with classroom teachers to enhance student learning outcomes and lifelong learning. Displays promoting faculty weeks, local, regional, national and global events and issues are a regular part of the resource centre environment. An appreciation of literature and the love of reading is encouraged by the staff, displays and the development of the collection.

All students from Early Learning to Year 12 are welcome to borrow resources and it is their responsibility to ensure they are returned or renewed to enable others to share the resources. Non-returned, lost or damaged resources will be billed to school accounts on a term basis. Students receive a reminder via their class teacher or tutor. Junior School parents receive an email for overdue items. Please contact one of the library team members with any queries or email library@kilvington.vic.edu.au

Open daily in Term time: Library Hours: 8.00am to 5.00pm Monday to Thursday and 8.00am to 4.00pm on Friday.
Course Description
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Depth studies and inquiry questions at this year level encourage:
- The exploration of texts that explore themes of human experience and cultural significance
- The development of interpersonal relationships
- The examination of ethical and global dilemmas within real world and fictional settings
- The consideration of the above from a variety of perspectives
- The critical examination of informative texts (from credible/verifiable sources)
- Exploring and developing creative writing and a personal voice
- Developing effective speaking and authentic listening skills

Learning Outcomes
By the end of Year 9 students will:
- Analyse and explain how text structures can be manipulated for effect
- Evaluate and integrate ideas and information from texts to form their own texts
- Understand how to use a variety of language features to create texts
- Create texts that respond to issues, interpreting and integrating ideas from other texts
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation

Assessment
- Oral and multimedia presentations to small and large groups
- Written tasks including imaginative, informative and persuasive texts
- Responses to close reading of texts
- Peer and self-assessment and reflection
- End of semester examination
Geography

Course Description
There are two units of study in Year 9: Biomes and food security; and Geographies of interconnections.

Learning Outcomes
Students will develop their geographical knowledge and understanding of the following:

Biomes and food security
- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations
- The environmental, economic and technological factors that influence crop yields in Australia and across the world
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world
- The capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world

Geographies of interconnections
- The perceptions people have of place, and how this influences their connections to different places
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales
- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia
- The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

Assessment
- Mapping and data interpretation
- Written responses
- Oral presentations
- Multimedia presentations
- Tests
- Students will be assessed individually and/or in pairs and small groups
Course Description
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918), the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts will be investigated within particular historical contexts to engender an understanding of the past and to provide a focus for historical inquiries.

The key inquiry questions at this year level are
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- How did key events and ideas influence the development of Australia?
- What was the significance of World War I?

The depth studies undertaken by students at Year 9 will be
- The Industrial Revolution
- Making a Nation
- World War I

Learning outcomes
By the end of Year 9 students will:
- Be familiar with historical terms and concepts
- Chronological sequencing
- Evaluation and reliability of sources
- Synthesis of a range of sources
- Identifying and analysis of the different perspectives of people from the past

Assessment
- Analysis of written and visual documents
- Written tasks
- Oral and multimedia presentations
- End of semester test
Mathematics

Course Description
In Year 9, students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students recognise the connections between similarity and the trigonometric ratios. They calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions.

Learning Outcomes
By the end of Year 9 students will:

Number and Algebra
- Solve problems involving direct proportion
- Explore the relationship between graphs and equations corresponding to simple rate problems
- Apply index laws to numerical expressions with integer indices
- Express numbers in scientific notation
- Extend and apply the index laws to variables, using positive integer indices and the zero index
- Apply the distributive law to the expansion of algebraic expressions
- Find the distance between two points located on a Cartesian plane using a range of strategies
- Find the midpoint and gradient of a line segment on the Cartesian plane
- Sketch linear graphs and solve linear equations
- Graph simple non-linear relations with and solve simple related equations

Measurement and Geometry
- Calculate the areas of composite shapes
- Calculate the surface area and volume of cylinders and solve related problems
- Solve problems involving the surface area and volume of right prisms
- Solve problems using ratio and scale factors in similar figures
- Investigate Pythagoras’ Theorem and its application to solving simple problems
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles
- Apply trigonometry to solve right-angled triangle problems

Statistics and Probability
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events
- Calculate relative frequencies from given or collected data to estimate probabilities of events

Assessment
- Skills topic tests
- Problem solving tasks
- End of year examinations
Physical Education and Health

Course Description
Students work in a variety of groups to develop teamwork and adopt different roles within the team.

The Physical Education domain at Kilvington Grammar School is a dynamic and sequential program which focuses on four dimensions:
- Acquiring and developing skills
- Selecting and applying skills
- Tactics and compositional ideas
- Understanding health and fitness and evaluating and improving performance

The units within the Physical Education and Health curriculum are as follows:
- Athletics
- Lacrosse
- Touch Rugby
- Innovative Games
- Netball

Health
Relationships and responsible decision making is discussed with a focus on what makes a healthy relationship and the pressures young people experience. Students explore the importance of being emotionally and mentally healthy and how to manage stress and pressure.

Students discuss body image and how it affects self-esteem. Students identify the different body shapes and the best way to look after themselves. Students explore the impact media has on body image.

Students learn about mental health issues and coping strategies for the future.

The units within the Health Curriculum are as follows:
- Relationships and Sexual Health
- Body Image
- Mental Health
- Digital Safety

Assessment - Physical Education
- Skill Acquisition in Lacrosse and Athletics
- Group presentation in Innovative Games and Netball

Assessment - Health
- Contraception resource
- Body image matrix
- Mental health project
- Digital Safety Poster
Course Description
The General Science course aims to assist the student to develop skills of quantitative measurement by using instruments accurately; recognising the limits of accuracy and proper interpretation of results obtained. The students learn to formulate hypotheses, design fair tests by controlling variables, make predictions and improve their report writing and interpretative skills.

Students will plan experiments to solve problems and they will be able to research topics that interest them. The unit is designed to prepare students for investigative projects in later years.

Introduction to Chemistry and Materials
- Describe how ions and ionic compounds form
- Describe the process of nuclear decay and interpret graphical information
- Understand the importance of nanotechnology and how this is used
- Explain why some solutions are acidic and some alkaline
- Describe essential chemical reactions and how the rate of these can be altered

Heat, Light and Sound and the Electromagnetic Radiation
- Describe the energy transfer processes in the transmission of heat, light and sound
- Outline the parts of the eye and how vision can be corrected
- Understand the electromagnetic spectrum

Body Coordination and Disease
- Explain how the nervous and hormonal systems enable communication within the body
- Describe pathogens and explain their effect on the body

Ecosystems
- Describe relationships within an ecosystem
- Understand how ecosystems can be managed sustainably

Plate tectonics
- Explain why earthquakes and volcanoes occur
- Describe the movement of tectonic plates and understand why this occurs

Assessment
Throughout the year, students will be assessed individually and in groups
- Practical reports
- Presentations
- Research projects/assignments
- Written tests
- Presentations on ecosystems, energy and coordination
Explore Melbourne!

During the course of this semester-long unit, students will experience the culture and opportunities of the CBD. Students will travel into the central business district weekly, and for a longer period, to learn about:

- The layout of Melbourne
- Public transport
- Cultural life in the CBD
- Urban social issues
- City artworks
- Business and enterprise
- Parks and gardens
- Tourist attractions
- The 24-hour nature of the city

Focus Areas
Students will be introduced to each of the following four focus areas and then be given the opportunity to select one to study in greater depth:

- Homelessness and Urban Issues
- Graffiti and Street Art
- Architecture and Heritage
- Sport and Recreation

Learning Outcomes
By the end of Year 9 students will:

- Analyse services and products associated with government bodies
- Identify and apply enterprise skills and attributes
- Analyse and develop solutions to complex information problems, both individually and as a team member, using a wide range of information technology skills, processes and equipment
- Interact responsively, critically and confidently with familiar or unfamiliar circumstances
- Reflect critically on progress and outcomes
- Develop skills and experience in negotiation and conflict resolution
- Predict consequences
- Develop an ability to think and behave ethically
- Display the following higher order thinking:
  - Independence
  - Commitment
  - Time management
  - Accountability
  - Discernment
  - Map the landscape

Assessment
Students will be able to select both the range and type of assessment that suits their learning styles and the projects carried out during Explore:

- Research investigation tasks
- Weekly analysis tasks
- Documentaries
- Mural
- Debate
- Group presentation at Explore evening

- Essay/Thesis
- Glogster/Blogs
- Oral
- Website
- Model
Here is a wonderful opportunity for you to follow your dreams and ideals! Indeed, the only limit to ‘Challenge’ is your own imagination. The unit runs for the second semester only and takes the form of a negotiated contract in which students embark on a challenge with a focus in one of the following three areas:

- The Community
- The Global World
- The Environment

Students will select a site to volunteer their skills. Not only will the students participate, contribute and engage with their community, but they will also create and implement a project that positively contributes to their selected site.

Here are some possibilities:

- Concert performance
- Production of a video documentary
- The collection and recording of personal histories
- Creation of an information booklet of facilities in the local area
- Helping elderly people with IT skills
- Plant and care for a community garden
- Organisation of a community fun day
- Publication of a magazine/newsletter
- Development of a lunch time activities program
- Coaching of a sporting team

Students will be supervised by a teacher mentor who will help monitor progress in association with self assessment and peer assessment. The teacher mentor will initially work with the student to develop a contract.

**Learning Outcomes**

These will vary, but with the presentation and documentation aspect at the end of Year 9 students will:

- Analyse and develop solutions to complex information problems, both individually and as a team member, using a wide range of information technology skills, processes and equipment.
- Pursue a specific personal challenge in one of the three areas
- Interact responsively, critically and confidently with familiar or unfamiliar circumstances
- Develop initiative and responsibility for learning
- Reflect critically on progress and outcomes
- Develop skills and experience in dealing with conflict
- Develop a strong sense of responsibility
- Develop negotiation skills
- Develop mediation skills
- Develop an ability to think and behave ethically
- Display the following higher order thinking skills:
  - Independence
  - Strategic planning
  - Commitment
  - Time management
  - Accountability
Challenge continued...

Contract Conditions
In developing a contract, the following will need to be considered and documented:

- Emphasis should be on service to others
- Cost of the individual project would be the responsibility of the student
- The contract must be signed by the student and countersigned by the Year 9 Co-ordinator and parents
- Travel arrangements need to be clearly outlined in the contract as students will engage in travel unsupervised by Kilvington staff. A commitment will be made to meet with the mentor on a regular basis to measure progress
- The culmination of this event will be a presentation evening for staff, students, members of the community and parents

Contract Categories
- Resources
- Contacts
- Venues
- Health and safety
- Assessment
- Time line/setting priorities
- Ethical considerations - confidentiality; privacy (when taking and publishing photos of other people)
- Legal considerations - notification to community/council, permits or special permission/parent consent forms/medical forms; insurance cover; copyright when photocopying or recording
- Materials and equipment
- Finance - estimation of budget; funding proposals/fundraising

Assessment
- Creation and completion of the Challenge Project
- Red Cross Community Service Journal
- Documented contract and task analysis
- Group presentation at the Challenge Expo Celebration Evening
YEAR 9 ELECTIVE PROGRAM
2D and 3D Art

Course Description
This elective offers students the opportunity to explore a range of two and three dimensional media in the creation of artwork. The unit will cover drawing, painting, sculpture and other media. Students will research and develop their own ideas in response to themes. With each topic, students are expected to document the development of their ideas in their visual diary.

The research component of this elective is based on artists from the past and present.

Learning Outcomes
- Make and explore artworks responding to various, issues and ideas
- Structure and present artworks appropriate to chosen styles and forms
- Analyse and interpret the content, structure and aesthetic qualities of artworks
- Analyse the characteristics and role of art in different cultural contexts

One Semester – 2D Art
One Semester – 3D Art

Assessment
- Research, Planning & Developmental work – visual diary
- Visual Analysis
- Finished Artworks
- Evaluation
The ‘Bodies in Action’ course provides students with a basic understanding of the processes and mechanisms underlying human movement, and with the knowledge and skills necessary to manage and plan human movement activities in leisure, sport, health and education contexts. It is designed to give students the foundation of knowledge and understanding required to complete further studies in this area, such as VCE Physical Education. The subject consists of a mixture of theory and practical activities.

Learning Outcomes

Anatomy
Students learn and understand the names of the main bones and muscles in the human body and how they are used together to generate movement.

Energy Systems
Students understand the characteristics of the three energy systems and which nutrients are important in the use of them. Students apply this knowledge to design, perform and evaluate a simple training program.

Enhancing Performance
Students develop an awareness of how legal and illegal ergogenic aids have on performance. They evaluate the risks associated with using them.

Assessment
- Body Systems Test
- Fact Sheet on Ergogenic Aids
- Laboratory Report on Energy Systems
- End of unit test
Creative Design

Course Description
This elective offers students the opportunity to explore a range of digital and manual media in the creation of design solutions. The unit will cover technical drawing specifications and the design process and students will complete their artworks using fine lines, pencils, paints, laptops, digital cameras and the Adobe Creative Suite software (which includes software such as InDesign, Photoshop and Illustrator). Students will research and develop their own ideas in response to set design problems. With each topic, students are expected to document the development of their ideas in their visual diaries.

The research component of this course is based on existing designs from current and past designers.

Learning Outcomes
On completion of this elective Year 9 students will:
- make and explore solutions in response to specific design problems
- structure and layout presentations appropriate to chosen styles and forms
- analyse and interpret the purpose, audience and context of visual communications
- analyse the characteristics and role of design in different cultural contexts

Assessment
- Design theory
- Design process – visual diary
- Final presentations
- Evaluation
Course Description
This elective focuses on the development of Information Communications Technology (ICT) hardware and software skills that will assist students to transform their learning and prepare them for careers that require increasingly sophisticated uses of technology. Students will use a range of software including Adobe Photoshop, Indesign, After Effects and Edge Animate. They will also use a range of hardware which enables the ability to film with different methods including green screens, time lapse and stop motion.

Learning Outcomes
On completion of this elective Year 9 students will:
- Demonstrate a range of software skills in digital media
- Develop animations which are compatible with iPads
- Analyse and evaluate the uses of ICT in an ethical and secure way
- Show evidence of creative thinking, problem solving and collaboration
- Refine products using peer feedback

Assessment
Digital Folio of practical activities including
- 3D Printed Shape
- Time lapse footage
- Stop motion footage
- Animation techniques to enhance the above

Group video production
Digital Photography

Course Description
This elective focuses on the use of the digital camera, studio practice and computer aided manipulation. Students will develop skills and techniques used to capture and manipulate imagery, and to further gain an understanding of the art elements and principles to produce a successful composition. There will be small tasks designed to introduce students to a range of skills and techniques, as well as assignments which result in more finished pieces of artwork. Students will explore and experience the design process consisting of research for inspiration, generation of ideas, photoshoots, development and production of final works.

Past and present photographers will be explored with a focus on subject matter, inspiration, media and techniques, and how they have used and incorporated the art elements and principles. Assessment in this area is by short answer responses and visual analysis.

Learning Outcomes
On completion of this elective Year 9 students will:
- Gain an understanding of the camera
- Develop skills using a range of media and techniques
- Explore and make artworks which focus on themes, issues and ideas
- Analyse and evaluate past and present photographers
- Show evidence of creative thinking, problem solving and teamwork
- Refine work using peer feedback

Assessment
- Design process – visual diary
- Final work
- Visual Analysis
- Evaluation
Disease and Immunity

Course Description
This elective introduces students to the concept of immunity and disease. It commences by considering the nature of disease causing organisms, environmental factors that cause disease, as well as diseases that have a genetic basis. The organs of the immune system will be investigated as well as roles of different types of white blood cells in fighting infection, cancer and auto-immune diseases.

The origins of particular diseases (e.g. HIV and swine flu) as well as their treatment in the past and present will be considered. The topic will conclude with an investigation of future medical advancements through nanotechnology and growth of donor organs through stem cell technology.

Learning Outcomes
On completion of this elective Year 9 students will:
- Be able to define immunity as it applies to the human body
- Explain ways in which people acquire immunity
- Identify the organs of the immune system
- Analyse the body’s lines of defence and types of white blood cells
- Establish accurate experimental and analytical skills

Assessment
Students will be assessed with a combination of:
- Practical reports
- Multimedia presentations
- Research tasks
- Tests
This elective focuses on the development of performance skills, dramatic elements and stage craft. Throughout the course students will gain skills to enhance resilience via the promotion of confidence, positive self-regard, trust and teamwork.

**Learning Outcomes**
On completion of this elective Year 9 students will:
- Develop and present drama that explores a range of themes, issues and ideas
- Structure and present dramatic works appropriate to chosen styles and forms
- Analyse and interpret the structure, content and aesthetic qualities of drama
- Show evidence of creative thinking, problem solving and teamwork

**Assessment**
- Script writing tasks
- Improving tasks
- Performance tasks
Game Programming

This elective focuses on the development of Information Communications Technology (ICT) hardware and software skills that will assist students to transform their learning and prepare them for careers that require increasingly sophisticated uses of technology. Students will use a range of software including Game Maker, and a scripting language.

Learning Outcomes
On completion of this elective Year 9 students will:
- Demonstrate a range of software skills in game programming and scripting
- Demonstrate an understanding of the hardware specifications and needs related to software solutions
- Develop creative games
- Analyse and evaluate the uses of ICT in an ethical and secure way
- Show evidence of creative thinking, problem solving and teamwork

Assessment
- Folio of practical activities
- Major game
Food Technology

Food plays a very important part in our lives. It is the essential fuel that keeps us alive, and is frequently the focal point of our social life as we share food with family and friends. Because food is so fundamental, it is important for us to understand how to prepare it so that it provides us with the essential nutrients, as well as being appealing to eat. Food Technology allows for the exploration of what we need to eat, what influences the food we eat and how to creatively meet the food needs of individuals.

Practical lessons will enhance the skills students have previously developed with a focus on preparing a range of foods that are fun to cook and tasty to eat.

Learning Outcomes
On completion of this elective Year 9 students will:
• Understand factors affecting food choice including nutritional requirements, historical, geographical, cultural and environmental factors
• Be able to design, produce and evaluate a range of food products
• Apply safe and hygienic work practices during food preparation
• Confidently use a range of food preparation and equipment
• Develop an awareness of the importance of food plating to maximise its appeal
• Develop effective time management skills when preparing food

Assessment
• Practical activities
• Research report
Forensic Psychology

Forensic Psychology is an elective that introduces students to various forensic science techniques, including fingerprinting, blood spatter analysis, blood typing, graphology, chemical analysis and many others. Students will also be introduced to the role of a Forensic Psychologist in the Legal and Criminal Justice system. The ultimate aim of this subject is to master accurate data collection of forensic evidence and hone practical work skills. Students will attempt to emulate actual collection techniques where possible from provided samples and mock crime scenes. Students will also undertake research assignments of real crimes and present case studies. Please be aware that videos and DVDs shown in this course depict images and footage from documented cases and are at times graphic in nature.

Learning Outcomes
On completion of this elective Year 9 students will:

- Be able to describe the role of a Forensic Psychologist, including the use of criminal profiling to assist in crime solving
- Relate the use of scientific techniques and procedures to the field of forensics
- Develop problem-solving skills and use methodical processes to analyse evidence and information
- Identify trends and patterns in quantitative and qualitative data
- Describe and demonstrate careful techniques in the handling of evidence
- Establish accurate investigative, experimental and analytical skills
- Students gain hands on knowledge of investigative techniques such as fingerprinting, audio analysis, chromatography, testing of chemicals and examining physical evidence
- Investigation of eye witness testimony and the impact of leading questions when interviewing witnesses

Assessment
- Practical Investigations
- Research Tasks
- Test
- Video worksheets
French

At this level students understand and use French within the world of teenage experience on topics related to events of general interest. They talk about themselves, their likes, dislikes, family, friends and their daily routine. They interact with others by listening to and responding to questions. They display knowledge of the social and cultural context of the spoken language when participating in activities. Students read for enjoyment passages from a variety of text-types. Students learn to identify the main and supporting ideas or the sequence of events in a passage, and they demonstrate understanding of these texts.

Students are able to write two or more linked paragraphs for personal or social purposes, using models imaginatively. They convey in point form or brief notes information gained through reading, listening or oral interaction. They use knowledge of important conventions of French in editing their writing. They can use the present tense of common verbs as well as the passé composé, futur proche, reflexive and imperative forms of verbs. They are able to use tu and vous appropriately.

Students see language learning as a problem-solving activity as they consciously attend to aspects of grammar. They may use a dictionary or electronic word bank to convey personal meaning beyond the learned formulae. Students begin to understand France and la francophonie as nations with cultures and languages, which are different from Australia, and some of the reasons for differences.

Learning Outcomes

Listening
Demonstrate comprehension of factual information drawn from topics of interest or other areas of the curriculum, by comparing, explaining, drawing conclusions, and discussing options

Speaking
Provide factual information and manipulate formulaic language to express personal meaning in short conversations using expressions of past and future, role-plays or oral reports (in the target language)

Reading
Identify key points of information and the overall purpose of texts, and use the information to make a simple evaluative comment, a list of main points or a simple report

Writing
Write linked sentences to convey ideas, information and plans, and present the information in a logical sequence of two or three paragraphs using expressions of present, future and past tense

Assessment
- Reading, writing, speaking, listening and tests
- Workbook activities
- Vocabulary/verb tests, grammar tasks, dialogues, general conversations, carte postale, emails, interviews and cultural projects
Hitler, Horrors and Heroes

In 1932 Hitler came to power in Germany. This was the beginning of a rule of fear which spread though Germany and to all the countries of Europe and beyond. The questions we need to ask are: why did Hitler set out to wipe out the Jewish peoples of Europe? What were Hitler’s ultimate plans? How could it be that the German people embraced Hitler’s plans? What sort of response did the rest of the world make to Hitler’s programs? Who were the men who helped Hitler with his plans and what did they seek to gain?

Learning Outcomes
What happened to the people victimized by Hitler? What happened in the concentration camps which were set up all over Europe? How many people perished? How do those who survived live with their memories?

In the midst of the atrocities against the Jewish people (and other minority groups) we will look at the heroes who saved others at immense personal risk.

The course will be studied through documentary evidence (film, visual representations and written documents), reading fictional accounts by modern authors, research and a visit to the Jewish Holocaust Centre.

Assessment
- The course will be taught through historical narrative, close analysis of written and visual primary documents, film representations of events and characters from history and the comparison of the perspectives of different historians about the same events
- Students will be assessed according to Australian Curriculum guidelines through essays, short answer responses, analysis of written and visual documents, individual/group research and tests
Japanese

This elective builds upon the language skills developed in Years 7 and 8. Students learn to listen to, speak, read and write about a larger number of topics, related to everyday leisure and domestic activities. With preparation, they learn to introduce themselves, talk about identity, personal qualities, families, daily routines, shopping, sport and health. They also interact, making use of a range of question types, making comments, expressing agreement and disagreement, asking for, refusing and giving permission, and talking about location. Grammatically, they begin to have control of the basic tenses, including the tenses of adjectives. They will learn to use a range of time expressions and to use cohesive devices.

Students are expected to reproduce writing with accuracy and hiragana, katakana and kanji are included in regular writing and reading activities, with the students’ vocabulary in kanji growing to about 60 characters by the end of the year. Skills in written expression are developed, as are more advanced conversational skills. Students are progressively introduced to the notion of the difference between spoken language and written language.

Knowledge of Japanese culture is deepened by discussion, as well as exposure to songs, visuals, articles and food. Students are expected to critically review various cultural products, including a film.

Students research Japanese culture via the Internet, and also use this medium to learn katakana through games and exercises. Computers are used for writing hiragana, kanji and katakana.

Learning Outcomes

Listening
Demonstrate comprehension of factual and non-factual information including gist, opinions and reasons

Speaking
Present and exchange information and relate in culturally appropriate ways. Give opinions and reasons when speaking about topics of interest

Reading
Consolidate katakana so that familiar words can be read without hesitation. Read about 60 kanji and demonstrate comprehension of text by identifying and explaining facts and ideas, and conveying information in a different text type

Writing
Use hiragana, katakana and at least 40 kanji to write sentences and paragraphs to convey information, opinions and reasons using a range of text types

Assessment
• Vocabulary and kanji quizzes and tests in each unit
• Picture diary
• Japanese skit with a partner
• Photo story
• Cultural assignment
Let’s Make Music 1

Course Description
Let’s Make Music is a practical subject where Year 9 students experience the joy of music making. Students engage in music performance, arranging and composition activities, working in teams to perform repertoire and create and perform original musical works. The focus of the unit is explicitly on developing the 21st century thinking skills of critical thinking, creative thinking, collaborating and communicating through musical activity. Students have the freedom to explore various musical genres and their own particular musical interests.

Areas of Study
- Ensemble performance techniques
- Music arranging and composing
- Music interpretation

Learning Outcomes
On completion of this unit students should be able to:

- Work effectively in a group situation to achieve a set of performance pieces
- Arrange appropriate music for group instrumentation and skill level of the performers
- Choose suitable and effective music pieces
- Perform as part of a group in a variety of settings
Course Description

An introduction to VCE music performance

Utilising the developing the 21st century thinking skills of critical thinking, creative thinking, collaborating and communicating, this subject introduces students to the performance, musicianship, theory and composition aspects of Units 1-4 music performance. Students prepare a program of group and/or solo works.

Students develop performance skills through regular performance workshops and learn how to analyse the qualities associated with highly artistic performance across a range of genres. They will compose or arrange an original work for their instrument.

Areas of Study

- Solo and ensemble performance techniques
- Musicianship and theory
- Music arranging and composing
- Music interpretation

Learning Outcomes

On completion of this unit students should be able to:

- Develop a program of group and/or solo works to performance standard
- Compose or arrange music with high levels of originality and creativity
- Recognise and recreate some of the theoretical structures underpinning the language of music
Robotics/Engineering

Students develop an understanding of the role of technology in society and the processes that lead to new product development. This involves the cyclic process of designing, planning, making, testing and evaluating. The unit is activity based and provides opportunities to explore and experiment in the context of automated robot systems.

Students initially study structured computer programming, as well as a series of mechanical principles and feedback systems. Problem-solving skills are developed by students designing and building working models of automatic devices that solve practical problems.

Learning Outcomes
On completion of this elective Year 9 students will:

- Develop skills in designing and programming NXT robots to perform tasks utilizing various components of technology such as mechanics and electronics
- Design NXT robots making use of a variety of equipment, and analyse the effectiveness of the robots with reference to specified criteria
- Developing problem-solving skills methodical process and strategies to work effectively in a group
- Use a variety of suitable engineering techniques such as gearing and electronics to generate a range of detailed design ideas
- Work independently and safely, using a range of equipment to produce solutions
- To observe the robots used in our daily lives and the social impacts these inventions have and will continue to have on humans
- Understand basic electrical and electronic circuits and be able to design a circuit with at least two electrical transducers
- Understand the composition of basic materials and how they could be used in engineering new products and structures

Assessment

- 3 programming tasks
- 3 electrical/electronic practical activities
- 1 research task
- 2 short tests
Scribes and Scribblers

“The thing about the 600 words, I mean some day, you can do a very, very, very hard day's work and not write a word, just revising, or you would scribble a few words.” JK Rowling

This elective encourages interested and talented English students to extend their writing skills in a number of ways. There is a strong focus on experimenting with a variety of forms and kinds of writing, and opportunity to specialise according to interest and expertise. Students will explore the work of and advice from professional writers - ‘scribes and scribblers’. You will have the chance to meet with various types of writers, such as journalists, to see how their scribbles are transformed into texts for work or entertainment. The unit will be inter-disciplinary as it may include the appreciation of music, visual images, literary analysis, history and a variety of media forms including song lyrics, advertisements, film, internet and music clips. A diverse range of classic and contemporary artists will be explored.

Learning Outcomes
This elective is designed to develop skills in students’ interpretation and creation of a range of texts and the relationship between audience and purpose. In each piece of writing, you will develop skills including: sense of place, character, description, structure and writing for a real audience. You will be encouraged to enter writing competitions to share your ‘scribbles’ with the world!

Assessment/Activities
Students will be assessed on a variety of writing which could include:

- Description (people and places)
- Persuasion (developing and defending a point of view)
- Poetry and song
- Biography based on research and interview
- Researched information project on an issue of global concern
- Film analysis of narrative and production elements
- Responses to works of art
- Using iBooks Author to publish writing
The Stories We See – Visual Narratives

Picture Books and Graphic Novels - What makes them tick?

This elective focuses on a study of picture story books/graphic novels for young to older readers. Language, imagery and design would be discussed.

Learning Outcomes:
- Students would have the opportunity to work with the extensive McKie Resource Centre picture book collection. Children’s Book Council short listed and winning titles in the picture story category would be examined and discussed including reasons behind their selection.

- Students would have the unique opportunity to visit the State Library and/or Glen Eira Library as part of this elective to inspire their creativity. An illustrator/author would be invited to meet and conduct a one day workshop with the group. A book supplier would offer a comprehensive range of titles for students to be able to choose to select one new title for inclusion into the McKie Resource Centre collection. If time permitted a visit to the local bookshop could also be arranged.

Assessment/Activities:
- Create own individual print or eBook picture book which would then form part of the McKie collection. The picture books/graphic novels created by the students would be displayed and parents invited to listen to their student read their book in an informal after-school celebration of the completion of the unit.
Your Rights

Your Rights is an elective which aims to develop responsible, engaged and informed citizens and consumers, within the community, Australia and the world. Hopefully students will be inspired to develop an interest in the world around them, and participate in action that leads to change.

In Topic One - Australia’s Parliamentary system, Laws and Human Rights - students learn how our laws are made and who enforces the laws.

Learning Outcomes
Knowledge and understanding gained will include:
- The distinction between a law and rule
- The difference between criminal and civil law
- How a law is made
- The role of the Government
- The structure of Parliament
- The jurisdiction of the three levels of Government
- The United Nations and Humans Rights

In Topic Two – Australia’s Legal system, Police Powers and Consumer Rights - students examine Australia’s legal system and learn the rights they have as a citizen and consumer.

Learning Outcomes
During this topic students will:
- Understand the court hierarchy
- Learn the rights of a citizen being placed under arrest
- Examine and learn the rights and powers of the police
- Examine consumer legislation

Assessment
- Tests
- A research assignment – Law Portfolio
- Class participation