Year 9 and 10 Handbook
YEAR 9 CURRICULUM

Year 9 Integrated Studies

This year 9 course is the result of the particular needs of students at this stage of their development. Our student survey data shows students benefit from a more informal, enquiry-based and responsible approach to their education at this level. We have developed an innovative, activity-based program around two themes, which will challenge and engage students to take responsibility for their learning. The two integrated enquiries teach traditional skills in a wider context, meaning English and maths are tied to questions which also use Science and Humanities as part of the enquiry. The two enquiry themes are:

Semester One-Sustainability

The enquiry question is “What is Sustainability?” For this students will look at issues related to sustaining themselves as well as their environment. Developing individuals will include identifying learning and thinking styles to develop students as learners. This will be based around planning and development of the Community Wetland adjacent to the school. Skills students will use are: team planning, communication using a variety of media, meeting procedure, budgeting grant applications, issue analysis, novel study, understanding biodiversity, ecology, botany, plant propagation, measurement and mapping, producing and applying planning documents and drawings, data collection and analysis, working to a timeline, creative writing, text analysis, oral presentation and negotiation techniques.

Students will be required to look at sustainability from a local and global perspective. They will address the key areas of water, energy, food, shelter and community from their own point of view as well as that of other societies. Students also learn about the personal sustainability, examining issues of mental health, teamwork and working with others in a co-operative manner. This involves study of some novels in a literacy context.

Semester Two-Enterprise

The enquiry question is “What is Enterprise?” This will be based on an enterprise of the student’s own choice, either in a small group or whole class context. The enquiry will introduce economics, business planning, accountability, reporting, marketing, advertising and a range of other skills appropriate to enterprise. Projects could include activities such as marketing the school production, fund raising for a charity, designing and manufacturing an item, running a sporting/entertainment of community activity. Research and development of the enterprise will use Maths, Science, Humanities and English skills. During this semester the sustainability theme will continue in the context of enterprise, energy, self and house construction.
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Innovative Timetable

Both programs will draw on community links explored by visiting locations outside the school and by guest speakers coming into the school to conduct activities. Organizations such as Landcare, Waterwatch, Tower Hill Reserve, Saltwatch, Waterwise and other community groups can be used to inform the program. To enable this, we will have one day each week timetabled to minimize disruption to the regular timetable. On these days, we will also run Adventure excursions to challenge students in a physical way.

Personal Development

During the course of the year there will also be a number of key issues addressed concerning personal development. Areas to be covered include: justice, body image, recreation and adventure challenges, duke of Edinburgh Award, Advance and community service. This part of the year 9 program will largely be funded by the Advance grant from the Department.

The Arts, Technology & LOTE

Each semester there will be two elective blocks that contain Arts, Technology and LOTE units. Students will select one unit of study from each of the two elective blocks. Over Years 9 and 10, students will be required to complete a minimum of two units of Technology and two units of Arts. They may complete up to a maximum of four units from any one subject within the Arts and Technology areas (e.g. 4 units of Home Economics.

Elective Selection Guidelines and Procedures

Students should choose three units of study from each of the elective blocks in preferential rank order. Second and third preferences are as important as the first, so careful thought should be given when selecting units. Students who do select a balanced course are more likely to get their first preferences.

Selections are made before the start of each semester. Course selection sheets will be provided in Term2 and Term 4. The unit selection process will involve students, parents, teachers the careers teacher and the Year 9/10 coordinator. The school will maintain records of units undertaken by each student.
YEAR 9 CURRICULUM
PHYSICAL EDUCATION

Year 9 Outline and Content

Year 9 Physical Education gives the students an opportunity to explore physical activity beyond the boundaries of sports and games. During the first term the students look at developing fitness with a particular emphasis being placed on the benefits of an active lifestyle. The students also gain an understanding of the importance of physical activity and the role of exercise and diet in body weight control. Basic anatomy of the human body, including bones and muscles, are also covered during theory classes.

Lesser-known games such as Korfball, European Handball and Gaelic Football, compliment the traditional sports including Volleyball, Indoor Soccer, Golf and Tennis.

However the students are required to look at different aspects including strategies, skill progression, injury treatment and fitness.

The course also looks at Ergogenic aids and the students peer-teach.

Coursework and Assessment

Up to date PE workbook
Demonstrated ability to apply strategies and tactics into game situations
Completion of Assignments/s
YEAR 10 CURRICULUM

English

In Year 10 students produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes.

In addition to looking at a variety of shorter texts, students read at least four longer texts over the year. These texts may be classic, contemporary or popular and include novels, poetry, plays and films. Students explore these texts, with an emphasis on them developing sustained, and detailed personal interpretations, and understand that perspectives may vary.

Students use writing to explore different perspectives on complex and challenging issues. They develop their skills in writing effectively adopting a range of text types for a variety of audiences and purposes. They will continue to develop their written language skills producing persuasive essays, feature articles, poems, letters to the editor and short stories. The emphasis will be on developing the use of effective language skills, including figurative and persuasive language techniques, as well as accurately punctuated, grammatically sound and fluent pieces that they proofread and edit for accuracy, consistency and clarity.

Students listen to and produce a range of spoken texts in a variety of formal and informal situations. When engaged in discussion, they compare ideas, build on the ideas of others, provide and justify other points of view, and reach their own thoughtful conclusions. They critically examine the variety of ways in which spoken language influences audiences and experiment with a range of persuasive techniques.
Year 10 Curriculum

Mathematics

At year 10 the mathematics curriculum is divided between two pathways, one for students intending to study Mathematical Methods in VCE, and the other for students intending to study General Mathematics in year 11 leading to Further Mathematics at year 12 or for those students entering the VCAL program. This program is in line with the Australian curriculum which recognises the need for multiple pathways at year 10 level.

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<th>Year 10</th>
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<td>Maths Methods units 1 and 2</td>
<td>General Maths units 1 and 2</td>
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<td>VCAL Numeracy (Foundation maths units 1 and 2)</td>
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In pathway one there is a greater emphasis on the specific skills required for the above mentioned VCE subjects, these include;

- Use of index laws, including scientific notation
- Congruency and similarity in comparing size and shape of two and three dimensional objects.
- Trigonometric ratios sine, cosine, and tangent for both right and non-right angled triangles.
- Algebra which includes
  - Manipulating and simplification of algebraic equations
  - Expansion and factorisation of expressions
  - Developing and solving linear and quadratic equations from information in a given context
  - Plot, sketch, and interpret graphs of linear, quadratic and other simple functions
  - Develop variation relationships between data involving two variables.
- Probability and Combinatorics
- Use of Casio graphical calculators

In pathway two there is a greater emphasis on the specific skills required for the commencement of VCE or VCAL subjects which include;

- Written and mental computation skills using, directed numbers, fractions, decimals, ratios, and percentages with an emphasis on context problems
- Two and three dimensional objects including;
  - Sketching, drawing, and analysing
  - Selection of appropriate units, measurements and level of accuracy
  - Calculation of perimeter, area and volume.
  - Pythagoras’ Theorem and trigonometric ratios sine, cosine and tangent
- Surveys and simulations in which students;
- Organise and group raw data
- Construct graphical displays and compare data
- Interpret and evaluate information collected from published data
- Making judgements about the accuracy of results
- Using a range of strategies when responding to tasks and problems
- Communicate solutions to tasks and problems

**Coursework and Assessment**

As students move into the senior year levels expectations relating to work and behaviour are as follows;

- Students will have a neat, organised and up to date workbook.
- Students will complete set exercises and worksheets and class notes.
- Students will complete problem solving activities including attempts, solutions and explanations
- Students will complete two topic related investigations (one each semester)
- Students will complete topic tests and end of semester exams.
- Students will complete study outside of class hours.
YEAR 10 CURRICULUM

CAREERS

Students will develop a ‘Managed Individual Pathway’ (MIPS) using tools such as Coaching Young People for Success and Career Voyage. As part of this they will develop their own Career Portfolio. Students examine vocational pathways and education and training requirements, considering possible work and career options. They will develop skills and strategies for transition to employment, including work experience, and further education and training, including job application and interview skills. Students will participate in Mock Job Interviews.

HUMANITIES

Commerce

This subject brings together key themes of Civics & Citizenship & Economics.

Civics & Citizenship: Students will cover the Australian system of democracy with particular emphasis on the structure of the Australian Parliamentary system, the development of the Australian Constitution and the Legal system. They will further investigate the concept of human rights.

Economics: Students will develop their understanding of how the Australian economy is managed, particularly within the international economic context. Students will also extend their personal financial literacy skills through participation in the ASX student game.

History

The main political doctrines of the 20th century: nationalism, fascism, capitalism, communism and democracy are studied. Their implications for global events are analysed. The Holocaust and major world conflicts, including the defence of Australia in WW2 and post-war immigration to Australia are explored in depth, giving a good understanding of the origins of our community and its place in the world.


YEAR 10 CURRICULUM

PHYSICAL EDUCATION

Year 10 Physical Education focuses on the development of fitness and an appreciation for different types of physical activity.

Advanced Anatomy is reviewed with bones and muscles being covered along with the Cardiovascular System and component of Fitness. An understanding of Training Methods is developed and students apply their knowledge as they conduct practical classes. Students also improve their own fitness through training for and participation in a Year 10 Triathlon. The students also help organise and co-ordinate this event.

The use of tactics and strategies are encouraged further in Year 10 and these are applied to games such as Korfball, soccer and Touch Football. The students are also required to analyse techniques in a variety of activities and focus on area of improvement.

Developing personal fitness and an in-depth training program. Building on the peer teaching introduced in Year 9.

SCIENCE

Learning Science enables students to:

- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Recognise and understand the strengths and limitation of science
- Interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change

Outline and Content

Theories of Evolution
Genetics
Elements & the Periodic Table
The Universe-theories of Evolution
Electronics & Electromagnetism
Forces in Motion
Sport Science

Coursework and Assessment

Students are required to keep a workbook containing a record of all activities undertaken in class. A variety of methods are employed to provide feedback on the progress of students including tests written bookwork, assignments (produced by hand or electronically), projects, work sheets, practical records and reports, oral work and group work.
YEAR 9 AND 10 ELECTIVES

Students choose from a selection of LOTE, Arts and Technology subjects as part of their year 9 and 10 studies. Students are strongly encouraged to complete at least one semester of each subject during either year 9 or year 10. Students choose their preferences from the subject blockings. Every attempt is made to give the students their first choice.

LOTE ~ FRENCH

Goals
- To understand and use French to speak about themselves their likes, dislikes, family, friends and daily routine
- To be able to ask questions in French on a number of subjects
- To be able to write short paragraphs in French on a variety of topics using correct sentence structure
- To gain greater understanding of basic grammatical concepts
- To understand spoken and written French on topics studied
- To gain a general appreciation of the culture of France and other French speaking countries

Year 9 Outline and Content
Studying from the course books Viola’ 2, students will read cartoons and stories on a major variety of situations and from these learn new vocabulary as well as develop reading, writing, listening and speaking skills. New grammatical concepts will also be introduced including all major verb groups. In addition to the present tense, the imperative, immediate future and perfect tenses will be studied. Student work will be completed in the course workbooks which will also be used for homework exercises.

Assessment
The completion of exercises in the four basic skills of reading, writing, listening and speaking. Regular tests on these skills including vocabulary and conversation. Assignments which combine the study of culture and language.

Year 10 Outline and Content
Studying from the course book Voila 2, students will listen to dialogues and read stories on a variety of situations and from these new vocabularies as well as develop in reading, writing, listening and speaking skills. Units to be studied include “real life” situations to do with school, sport and leisure activities. New grammatical and language concepts will be introduced including the formation of the past tense and future tense of all verb groups. Students work will be completed in the course books which will also be used for homework exercises.

Assessment
The completion of exercises in the four basic skill areas of reading, writing, listening and speaking. Regular tests on these skills including vocabulary, conversation and written comprehension. Assignments which combine the study of French culture and language. An end of year exam incorporating both written and spoken French.
YEAR 9 AND 10 ELECTIVES

TECHNOLOGY

Technology includes the subjects Woodwork, Metalwork, Textiles and Food.

Goals

- To develop a systematic and creative approach to generating technological solutions
- To use a range of appropriate tools and machinery to produce projects
- To develop skill in working out personal design proposals which consider factors such as function, aesthetics, society and environment
- To develop skills in analysing the effectiveness of the products made with reference to specific criteria
- To develop confidence in the ability to produce products of good quality
- To explore and assess the past and potential consequences of using technology
- To develop problem-solving skills within real contexts
- To work safely at all times

FOOD TECHNOLOGY

Program 1  International Food

Students will study cuisines from a wide variety of countries, including those that have had a significant impact of Australian foods. They will prepare the famous foods and popular dishes from the countries; learn the customs associated with food preparation, study typical daily diets, utensils used and cooking methods. Nutritional value of food will be included. Included in the course are meal patterns, staple foods, cooking methods and utensils, family roles/tasks, celebrations and traditions, food selections. Practical work will include investigating designing preparing and evaluating a variety of dishes from foreign countries.

Coursework and Assessment

Notebook containing notes, research, recipes, photos, homework and assignments in an orderly fashion.
Individually undertake a variety of food preparation techniques
Complete a research assignment on the food patterns of a country of choice.

Program 2  Food and Health

In this unit students will investigate the relationship between nutrition, stages of growth and development and eating practices for different stages of the lifespan. Students will analyse links between diet and current community health issues and consider special dietary needs and ways of improving their diet. They research patterns of food consumption in Australia and analyse factors that influence food choice, such as changes in family life. Students will expand their knowledge of food, specifically meals and menus that can be created when catering for groups of people for specific life stages and situations. Students will investigate design, produce and evaluate a range of healthy quick meals and snack products suitable for consumption in a family.

Coursework and Assessment

Complete a range of food preparation tasks
Maintain a neat orderly workbook containing notes, research, recipes, photos, homework and assignments
Complete a major assignment on growth and development
Complete a major assignment on a diet related disease.

Program 3  Celebration Food
In this unit students investigate the challenges involved in planning and providing interesting foods for a variety of cultural celebrations. They will expand their experience with the knowledge of food in the areas of nutrition; menu planning for celebrations, special occasions and entertaining, management of time and produce and evaluate their work.

Coursework and Assessment
Complete a range of food preparation tasks
Students will maintain a neat and orderly workbook
Students will complete a major assignment focusing on food and profit
YEAR 9 AND 10 ELECTIVES

Semester 1 WORKING WITH WOOD

Outline and Content

Construct a project that uses different methods of construction along with different types of timber that are appropriate for each task.
Construct a project that meets the course guidelines using various power and hand tools.
Use a variety of techniques and processes relevant to the article being constructed.
Apply the appropriate joints and finishes to articles.

Coursework and Assessment

Workbook containing lesson plans, project details and assignment work
Research the different types of timber and describe their appropriate uses to a product
Development of skills to join timber
Use a variety of techniques and processes relevant to the article being constructed

Semester 2

Outdoor Sports

Construct a cricket bat using a Grade 2 English Willow. Students will also complete a range of tasks that will prepare them for using a various range of power tools. The students will also complete a variety of woodworking joints using basic hand tools.

Students will also cover preparation of timber using different sanding techniques, how to apply varnish’s, stains, oils, and paint to different surfaces.

Students will also undergo OHS safety training for the use of power tools and hand tools also.

Coursework and Assessment

Students will be completing a Production Folio which will encompass a variety of steps regarding the design and production process that they will undertake while completing the project. The Folio will be set out along the guidelines of the Unit 3 & 4 Folio production. It will be a much more simplistic version of the task, trying to prepare the students as what will be required in their VCE.

Research Tasks involving understanding of joints in construction, PowerPoint presentations using their IT skills and also trying improving the students skills in Computer Aided Design (CAD).
YEAR 9 AND 10 ELECTIVES

WORKING WITH METAL TO PRODUCE OUTDOOR FURNITURE

Outline and Content

Construct furniture that uses different methods of construction along with different types of metal that are appropriate for the tasks.
Construct furniture that meets the course guidelines using various power and hand tools.
Use a variety of techniques and processes relevant to the article being constructed.
Apply the appropriate joints and machined finishes to articles.

Coursework and Assessment

Workbook containing lesson plans, project details and assignment work
Research the different types of metals and describe their appropriate uses to the product you are constructing and the necessary joints
Use a variety of techniques and processes relevant to the article being constructed
YEAR 9 AND 10 ELECTIVES

THE ARTS

The Arts includes the studies of Art, Dance, Music and Visual Communication and Design.

GOALS

- By undertaking a study of the Arts students will be able to:
- Develop intellectual and expressive potential
- Create, perform or present art works
- Develop an understanding of how the Arts evolve within particular social, cultural and historical contexts
- Enjoy participating in the process of creating, presenting and responding to the Arts

VISUAL COMMUNICATION AND DESIGN

GOALS

Students should be able to:

- Use a visual communication production process to respond to a range of briefs representative of different fields of practice such as information, environmental and product design.
- Define the communication need, purpose and audience of a given brief by exploring the client designer relationship.
- Explore and develop ideas using a range of materials and media, applying design elements and principles and production systems such as drawing, printing, photography and computers.
- Develop their understanding of the conventions and standards of technical, architectural and orthogonal drawing. They use freehand, instrumental and computer drawings and explore the use of mixed media in their two and three dimensional drawings.
- Develop individual approaches, skills and processes and use the most appropriate format for their intended solution. They focus on the communication need of the work, considering layout and a range of presentations.
YEAR 9 AND 10 ELECTIVES

SEMESTER 1

Architectural Studies

Outline and Content
The course covers a variety of graphic systems and devices that are typical to architectural design. Students will work from a selection of set house designs to produce a folio of architectural drawings. Normal architectural drawing conventions will be followed. Students will produce Floor plans and Orthogonal Drawings (2D), Axonometric Drawing (3D), Explanatory Diagrams, Symbology

Coursework and Assessment
Students are required to present a folio of work that represents the main aspects of architectural drawing including two and three-dimensional representations. Students will produce a concept piece that includes a house plan and a three dimensional representation of the house depicted in the plan. A corporate logo must also be included in the piece. A developmental folio that includes preliminary drawings and ideas developed and show the progress of work will also be completed. A variety of assessment strategies will be employed.

Stamp of Approval

Outline and Content
Working to a design brief, students will design and produce a folio of stamp designs that uses a variety of media, equipment (including computers) and cover a number of design elements and principles. The brief will be to design, produce and promote a set of stamps for the Australia Post.

They will also need to produce three-dimensional drawings of the interior of a post office as part of their folio.

Coursework and Assessment
Students will produce a set of finished pieces of work that include designs for stamps and first day covers, and axonometric drawings of interiors that fulfil the requirements of a set design brief. Computers must be used at some stage in the design process.

A developmental folio that includes preliminary drawings and ideas developed and show the progress of work will also be completed.

A variety of assessment strategies will be employed.
SEMESTER 2

The Art of Product Design

Outline and Content
Students will select a small goods product (eg mobile phone, toaster portable cd player) and produce a series of new designs for the chosen product. Students will also design the packaging for the product. Students will design and produce a folio of work that uses a variety of media, equipment (including computers) and cover a number of design elements and principles.

Coursework and Assessment
Students are required to present a folio of work that represents the main aspects of design. The folio will contain a variety of examples including some technical drawing. Students will produce finished artwork that fulfils the requirements of a set design brief. A developmental folio that includes preliminary drawings and ideas developed and show the progress of work will also be completed. A variety of assessment strategies will be employed.

ART

Semester 1  Block A

Archibald Prize

Outline and content
Students study the human face through observation. They will then use these skills to create a portrait of an important person in their lives. Exhibition design will be studied and students will present their own artworks at the Art Show. Students will be required to analyse traditional and contemporary portraiture and Australian Art Awards.

Task:
Visual diary containing notes, research information and the design process.
Presentation of research study
Folio of artworks
Archibald portrait.

Semester 2 Block A

APPROPRIATION

Outline and content
Students will study problems of originality, copying, fakes, and frauds in art as well as the issues of appropriation seen in much recent work. Based on Post-Moderation, students will adapt, reuse and reinterpret images from existing artworks to produce new artworks.
Tasks:
Visual Diary containing notes, research information and the design process.
Presentation of research study
Folio of Post-Moderation artworks
Sculpture inspired by existing artwork

Semester 2 Block B
ANGRY PENGUINES

Outline and content
Students will study artists who have made strong social comments in their artworks, such as the Australian Social Realists and German Expressionists. Students will work at developing techniques and style to help portray their own social messages.

Tasks:
Visual Diary containing notes, research information and the design process.
Presentation of research study
Folio of artworks
Major artworks communicating a social message.

TEXTILES

Semester 2 Textile Construction

Outline and Content
Students will construct items using basic sewing patterns. Techniques including hand piecing, appliqué and machine sewing will be undertaken. Students will work on individual projects and can use their own materials created in creative textiles.

Coursework and Assessment
Visual diary containing notes, research information and the design process.
Presentation of research study.
Range of garments.
The Performing Arts

Semester 1 Drama

Students develop acting skills and apply them to both improvised and scripted works. They create, perform, interpret and evaluate their dramatic works, and develop skills in voice production and movement through the performance of monologues and one act plays.

Semester 2 Music

The semester is divided into two areas: musicianship and Rock song arrangements.

In musicianship students develop their skills in working with the conventions of music including notation, chord structures, scale systems, intervals, melodies and rhythms. They apply this knowledge to song writing examples and arrangements of their own creative compositions and those of other composers.

Rock song arranging involves learning existing songs from the Rock genre that are set to the traditional instrumentation of a rock band. Students will develop their skills in learning how to play piano, electric guitar, bass guitar and drums. They will explore the expressive potential of their voice in some songs. Students learn how to work cohesively as a rock band, making decisions on musical aesthetics and band management.

Students evaluate a number of the songs they have recorded.