Year 9 Subject Selection Handbook 2016
Year 9 Program

Year 9 is a time of increasing independence for young adolescents as they strive to develop an identity for themselves that is separate to that of the key adults in their lives. It is also a key time to build their engagement with their learning.

The Year 9 Program is designed to enable students to broaden their outlook, make responsible choices and develop life skills. The program also aims to extend students academically through challenging and rigorous curriculum that promotes independent and inquiry-based learning. There are opportunities for integrated learning within the school setting and the wider community.

For the first time, students have the opportunity to select elective subjects that interest them and lead to further studies in senior years.

Year 9 is a time of challenge, friendship and fun and the program recognises that students learn best when they are given varied and rich experiences.

Aims of the Year 9 Program:

- guide the student from dependent learner to independent learner
- build strong relationships between students, teachers and the wider community
- incorporate real team work and develop individual leadership skills
- engage in learning experiences and opportunities within the school setting and wider community to develop relevant understandings and skills
- provide a nurturing and challenging learning environment that encourages initiative, academic excellence, effective communication and reflection
- develop resilience and a sense of identity, self-worth, excitement and direction
Learning and Teaching

The Year 9 Program aims to give students the opportunity to become enthusiastic learners who are engaged and connected to their own learning. Through academically challenging, relevant and diverse curriculum offerings the students should be presented with exciting learning opportunities that enable each student to achieve success. The program should assist students to be creative, independent learners who are secure in the knowledge they will be well prepared for the rigours of senior studies and life beyond.

All curriculum areas remain core at Year 9. That is, students are still required to study subjects from all the major disciplines of the curriculum. In Year 9, English and Humanities are combined and students have one teacher, enabling integration across these two subjects, through the Themes Program.

Students are able to select Tasters electives within four areas of the curriculum: Health and Physical Education, Technology Studies, Visual Arts and Performing Arts. Students are required to complete units from all of these areas, but they have a choice as to which units they want to do. The following document provides a brief outline of each of the Tasters offerings. Students should choose according to their interests, strengths and challenge provided. They should also consider trying courses with a view to senior studies and pathways planning.

The curriculum overview for Year 9 subjects is outlined in the table below:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TIME ALLOCATION (75 minute periods per fortnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>Pastoral Care Program</td>
<td>1</td>
</tr>
<tr>
<td>English/Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>LOTE (Italian or Indonesian or ESL/Literacy)</td>
<td>4</td>
</tr>
<tr>
<td>Tasters (Electives) Program</td>
<td>7</td>
</tr>
<tr>
<td>Unplugged</td>
<td>4 (one full day per fortnight)</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

The Year 9 Program aims to challenge students in order to broaden their knowledge and understanding of the world we live in. They will develop both collaborative and independent learning skills throughout the program that frequently takes learning outside of the classroom.

One full day per fortnight is dedicated to ‘unplugging’ the curriculum. The goal for each of these days is to move learning beyond the walls of the classroom and into a new setting. These days have been created to enable students to make the connections between what they are currently learning at school and how that learning can be applied in their lives. The Unplugged Days also provide the opportunity for extended investigations and project-based learning.
Year 9 Pastoral Care

The Year 9 Pastoral Care Program enables students to reflect on the relationships they form both at school and within the wider community. This is done through activities such as Circle Time. In the program students embark on their own personal journey through the completion of the Marian Certificate. This certificate supports students towards building greater independence, making informed choices for future pathways and setting goals for both academic and personal life. There is a strong emphasis on developing essential life skills and enhancing good character traits. Through the completion of the course, it is hoped students will have a greater understanding of themselves in order to achieve greater success in their life journey.

Activities to support this growth:

- iExplore Day – career options, resume preparation, MyFuture investigations, banking, tax file number
- Year 9 Marian Certificate – goal-setting, responsible learning, healthy living, giving to community, developing personal interests and practical skills, further enhancement of life skills and good character traits
- Pastoral Care Program – building resilience (when the chips are down how you deal with this in a positive way?)
- Enlighten Day – building resilience, positive self-affirmation, positive diary, what are my strengths survey
- City Experience Camp – learning in the community and environment beyond the classroom, integrating into the community, navigation, developing confidence and independence in the real world
- Unplugged Days – providing authentic learning opportunities beyond the classroom
- Team-building – through homeroom activities, fund-raising activities, City Experience and Unplugged Days
- Controlled risk taking – through City Experience, Unplugged Days and learning challenges
- Leadership – planning school, year level and fundraising activities
**Year 9 Tasters (Electives)**

The Year 9 Tasters Program provides students with the opportunity to explore areas of interest by studying subjects they like, while experiencing new and different curriculum. It is also a time for students to learn about the pathways available to them in the following fields of study:

- Health and Physical Education
- Performing Arts
- Visual Arts
- Technology Studies

**Selection Process**

In the Year 9 Program students will be asked to select five Tasters (elective) units along with reserves. Students must choose at least one elective from each field of study. Each elective unit runs for approximately eight weeks (seven periods over a fortnight).

Online Web Preferences will be used for the elective subject selection process. Web Preferences for students entering Year 9 in 2016 will open for students on **Wednesday 7 October**, at the conclusion of the Parent Information Evening. This will remain open until 9.00 am on **Thursday 15 October**. Students will not be able to enter information after this time.

All details for the process of logging-on and entering preferences online will be provided for students, including the student access code and password. Students will only be able to enter their preferences online. This may be done at school or at home. Homeroom Teachers will provide mentoring for students through this process during this time.

All students have up to five opportunities to enter and amend this information. Once they have entered their correct and final preferences, they should validate and then print out the preference receipt. This must be signed by a parent. The final, signed version should be returned to the central collection box outside the Teaching and Learning Office at the College by 9.00 am on **Friday 16 October**.

Please note that some electives are capped with a limit of how many students can be enrolled at one time due to facilities in specialist areas. Some electives may run more than once due to popular demand and others may not run at all due to limited interest.

To assist students in their elective choices, an overview of each of the electives will be presented over the course of the subject selection process. Students are also encouraged to ask teachers questions if they are unsure of a subject and to discuss their choices with family to further assist them in making informed decisions.

**Assessment**

Students will be assessed on all productions and theoretical work within each subject and this is reported on at the end of each semester.
Fit for Life
The importance of lifelong participation in exercise has long been recognised as it benefits individuals physically, mentally and emotionally. *Fit for Life* is centered around the Australian National Physical Activity Guidelines and its application in the community. Through learning fundamental content as well as practical experiences students are empowered to develop life-long healthy habits. Students are required to participate actively in all areas of the subject that may include flexibility, resistance and cardiovascular training. This course will provide a combination of excursions to a commercial gymnasium, and local pools as well as on-site activities.

Human Movement
Elite sport, involving amateur and professional athletes, is a big part of Australian society. This unit introduces and focuses on basic biomechanical movement principles that allow students to explore how the body moves. Students discover how refining movement technique can lead to improved performance outcomes. Students will be required to work in teams and actively participate in many movement activities that may include: dance, gymnastics, lacrosse, team or aquatic sports.

Healthy Heads
This unit provides vital knowledge for developing a healthy mind. Mental health is increasingly becoming an issue in society and it is essential for individuals to learn how to improve and care for their mental well-being. Students will undertake activities that enable them to learn about stress management, resilience, nutrition for vitality, mental illness, and how mental health is affected by risk-taking behaviour such as alcohol or substance abuse.
**PERFORMING ARTS**

**Dramatic Arts**
This unit is for those who would like to develop and challenge their skills as actors. Students will explore a range of styles and techniques such as Mime, Commedia dell'arte, Comedy, Melodrama, Pantomime, Expressionism or Realism. Performances will be improvised, scripted and unscripted; there will also be elements of Theatre Sports. This unit is a fast, fun-filled series of workshops that will quickly and effectively develop the students’ skills in improvisation and acting.

**Live Music**
This unit will give students the opportunity to explore life as a ‘muso’! The instruments studied and used will be determined according to students’ skills and interests. Students will continue the study of music theory. Students will perform and may use recording techniques to analyse and enhance their live performance skills. This unit is challenging, exciting and is where every musician starts their professional journey.

**Digital Music**
Students develop hands-on experience with music technology and composition by becoming familiar with music software programs such as Micrologic and Audacity. Music theory will be explored with an aural focus using the program Auralia. Students will also investigate the use of sound in various forms of media such as the cinema, television and radio and examine the ways in which an audience can be manipulated.

**Media**
In this unit, students examine a range of media such as print, film, animation and other digital forms. Projects will be based on the interests and expertise of students and staff. Students will learn the codes and conventions of media and use them in the creation of their own works. Students will also analyse the ways in which media can manipulate our opinions and beliefs.

**Dance**
This unit provides a strong, student-centered approach to dance education. Students will investigate and explore different styles of dance and movement. Students will learn different ways to warm up, approach choreography, musicality and performance. This elective will provide a balance between practical and theoretical aspects of dance.

**Performance Art**
This unit explores performance from an exciting range of perspectives including drama, music, dance and media. Projects will be designed around the interests and expertise of students and staff. Expect to analyse different forms of performance art on the journey towards creating your own. If you think this sounds open ended it is! Are you up for it?
**VISUAL ARTS**

**Flat Art**  
Students explore media, materials and techniques such as, watercolor, printmaking, photography, drawing, collage and painting to create expressive artworks which are two dimensional. Students will develop their understanding of composition, colour, symbology and aesthetics. They will work on a range of skills in identifying, analysing and interpreting artworks.

**Contemporary Sculpture**  
During this unit students will design and create three dimensional artworks using selected art forms including ceramics, mixed media and installation and experiment with various materials such as clay, wire, plaster, found objects and everyday items. Throughout the three dimensional design process students study and analyse artists work to inspire their ideas and develop skills in construction, surface decoration and finishing techniques.

**Photo Mania**  
In this unit students explore Studio and Outdoor Photography to develop their understanding of aesthetics and composition. Students use Digital Single Lens Cameras (DSLR) and software applications such as Photoshop to enhance and develop ideas for photos. Students also work in the darkroom developing their skills in traditional black and white photography and manipulation. Students study photographers and use their work to inspire their ideas and exploration in the production of their own photographs.

**Visual Communication Design**  
Students produce a range of visual communications such as logo’s, packaging, 3D models and typography for a specific purpose. They use different production systems such as freehand drawing, computer aided drawing, image manipulation, photography and three dimensional constructions. They use the design elements and principles to develop their works and learn how to use appropriate material techniques and formats to present their ideas in a professional format. Students also analyse the purpose, context and intended audience of Communication, Environmental and Industrial Designers.

**Print Works**  
During this unit students will explore a range of traditional and contemporary forms of printing such as Relief, Intaglio, Planography and Serigraphy. Students will learn colour registration techniques and explore aspects of laser and fabric printing. Students will work through the design process to develop their own print works in 2D or 3D form and improve their observation skills in responding to artworks using appropriate language when analysing artists’ work.
**Technology Studies**

**Food Technology**
This unit will focus on food preparation skills, knowledge of seasonality and sustainability within food production. Students will learn about how to make positive food choices including how to lessen their impact upon the environment. Basic knife skills, hygienic practices and time management will be taught. Students will work in groups to produce a variety of pasta shapes and sauces. This taster culminates in students researching, producing, designing and evaluating their own seasonal family pasta dish.

**Hospitality**
This unit is based on VET Hospitality where students will be introduced to the Hospitality industry and learn workplace hygiene procedures and food preparation. Based on student and teacher interest and expertise the unit will focus on event catering or the serving of espresso coffee gaining entry-level barista skills. This unit finishes with students organising and running a fundraising event. Students will also complete a portfolio documenting their increasing knowledge.

**Woodwork**
During this unit students research materials and furniture design to inspire their ideas when designing. Students design and make a three dimensional product using tools, machinery and finishing techniques. Techniques such as upholstery, construction, wood bending, carving and joining may be used to produce a functional product.

**Fashion**
During this unit students concentrate on using the sewing machine safely in the construction of variety of garments. Students learn how to use patterns, develop garment construction skills and explore textile design embellishments. Students also investigate fashion designers and evaluate their products.

**Market Making**
This unit is student directed. Items designed will evolve from market trends. It will focus on designing and creating innovative accessories such as bags, belts, hats, jewellery and other items. Students will research trends, design with their own flair and present works to be sold at a market. A range of skills in making used throughout the unit, such as printmaking, drawing, painting and sewing.

**Coding the Future**
Coding is a vital literacy for the future and this ‘taster’ introduces students to coding skills and prepares them for future studies in digital technologies. Students will analyse problems and design, develop and evaluate digital solutions. These solutions will be created through the application of computational, design and systems thinking, known as coding and programming.