

# 2021

## Year 9 Program Handbook



## YEAR 9 PROGRAM

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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 a challenging and rigorous curriculum that promotes authentic, problem-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 is based on the understanding that students learn best when they are given varied, rich, authentic and challenging learning experiences.

### Aims of the Year 9 Program:

- develop the skills of an independent learner
- develop collaborative skills
- build strong relationships between students, teachers and the wider community
- incorporate real teamwork and develop leadership skills
- engage in learning experiences and opportunities within the school setting and wider community to develop relevant understandings and skills for the future
- provide a nurturing and challenging learning environment, with high expectations, that encourages creative thinking, initiative, effective communication and reflection
- develop resilience, a sense of identity, self-worth and direction



## LEARNING AND TEACHING

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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 progress and 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 the future beyond school.

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 electives within four areas of the curriculum: Health and Physical Education, Technology Studies, Visual Arts and Performing Arts. Students study four electives over the year and are required to complete units from at least three of these areas; however, all students must choose one from Health and Physical Education. The following document provides a brief outline of each of the Electives. 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:

| Subject  | Time Allocation (75-minute periods/cycle) |
|--|---|
| Religious Education                              | 3   |
| Pastoral Care Program                            | 1   |
| Themes (English/Humanities)                      | 9   |
| Mathematics                                      | 6   |
| Science  | 5   |
| LOTE (Italian or Indonesian or Language Support) | 4   |
| Health & Physical Education                      | 2   |
| Electives Program                                | 6   |
| Unplugged  | 4 (one full day per fortnight)            |

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 learning from the traditional timetable structure. The goal for each of these days is to move learning beyond the walls of the classroom and into new settings. 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

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The Year 9 Pastoral Care Program enables students to reflect on the relationships they form both at school and within the wider community. The program 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 Days – career options, resume preparation, MyFuture investigations, university visit, pathway and subject information
- 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
- Building resilience through pastoral care activities, City Experience and Unplugged Days and learning challenges
- Controlled risk taking – through City Experience, Unplugged Days and learning challenges
- Leadership – planning school, year level and social justice/fundraising activities



## YEAR 9: ELECTIVES

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The Year 9 Electives 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 options available to them in the following fields of study:

- Health and Physical Education
- Performing Arts
- Visual Arts
- Technology Studies
- Integrated Studies & Extended Investigation

### Selection Process

In the Year 9 Program, students select four Elective Units along with reserve choices. **Students must choose at least one elective from Health and Physical Education. No more than two units can be chosen from any one area and choices must be spread across at least two of Performing Arts, Visual Arts and Technology Studies.** Each elective unit runs for approximately ten weeks (six periods over a fortnight).

Online Web Preferences will be used for the elective subject selection process. **Web Preferences for students entering Year 9 in 2021 will open for students on Monday 7 September, after the Year 9 2021 Parent and Student Information Webinar. Web Preferences will close at 9.00 am on Monday 14 September.** 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 save the preference receipt. Parents will be sent a form via Operoo, acknowledging that they support the student selections. This must be signed by Wednesday 16 September.

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 at the Elective Information Assembly on Thursday 5 September. 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 practical and theoretical work within each Elective and this is reported on at the end of each semester.



# HEALTH AND PHYSICAL EDUCATION

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## HEALTH FOR LIFE

This unit provides vital knowledge for developing an awareness of the benefits of physical activity for the mind and body. It is important that students develop ideas about how being active can affect their physical, social, mental, spiritual and emotional health. Students will explore and undertake activities that are accessible within their local community and promote a positive lifestyle. Through learning fundamental content, as well as participating in practical experiences, students are empowered to develop life-long learning habits.

Practical components may include:

- Yoga
- Pilates
- Walks
- Meditation
- Mindfulness
- Nutrition
- Sleep
- Technology
- Accessing community services

### Assessment:

- Lifespan Timeline Task
- Test

## FIT FOR LIFE

The importance of lifelong participation in exercise has long been recognised as it benefits individuals physically, mentally and emotionally. However, while we all understand the importance of physical activity and exercise, there are a range of barriers preventing this. Fit for Life is a Year 9 Elective aimed at breaking down these barriers within society, and creating a healthy culture supporting and promoting physical activity, especially amongst young women. This elective initiates dialogue and discusses potential barriers in sports and society, including participation trends, the media, ethics, and the role of women in sport – as well as covering the benefits and barriers to physical activity. These topics are covered, along with exposing students to a wide range of physical activities, in the hope of breaking down barriers in sports, so girls can participate fully.

Students complete both theory and practical lessons based on these themes. Students will experience a range of activities and sports.

The main themes of this subject include:

- Benefits of physical activity
- Participation in sport
- Influences and barriers in sport
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- Women in sport
- Sport and the media
- Sport ethics

### Assessment

- Test
- Poster
- Practical Assessment – Running a Session



# PERFORMING ARTS

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## ALL THE WORLD IS A STAGE – THE ART OF DRAMA

This unit is for those who would like to develop and extend their skills as actors and theatre practitioners. Students will explore a range of styles and techniques such as mime, Commedia dell'arte, Elizabethan Theatre, melodrama, expressionism or realism. Performances will vary between improvised, scripted and unscripted. The unit is a fast, fun-filled series of practical workshops that will quickly and effectively develop the students' skills and confidence in improvisation, acting and stagecraft. Students will also develop their ability to formally reflect upon their own and others' performances to fully develop and refine their creative abilities.

### Assessment

- Audition Monologue
- Soap Opera and Script

## STEP UP – THE ART OF DANCE

This unit provides a strong, student-centred approach to dance education. Students will investigate and explore different styles of dance and movement. Students will learn about safe dance practice, such as appropriate warm-up, approaches to choreography, musicality and performance. Students will also develop their ability to formally reflect upon their own and others' dance performances to fully develop and refine their creative abilities. This elective has a strong practical element, which involves participating in active dance workshops and also explores the theoretical aspects of dance.

### Assessment:

- Choreographic Performance
- Analysis Task

## YOU CAN'T STOP THE BEAT – LIVE AND DIGITAL 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. They will perform and may use recording techniques to analyse and enhance their live performance skills. Students develop hands-on experience with music technology, which could include composition or DJ-ing software. This unit is challenging, exciting and is where every musician starts their professional journey.

### Assessment:

- Live and Digital Performance
- Theory Folio



# TECHNOLOGY STUDIES

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## FOOD TECHNOLOGY and HOSPITALITY

This elective will focus on food from both Food Studies and VET Hospitality perspectives. Students will learn about hygiene, food preparation, time management skills and careers within the food industry. Specific to Food Studies, we will look at how immigration has influenced Australian food culture and sustainability within food production. Students will work in small groups to produce a variety of food dishes for personal consumption and assessment. For an experience of VET Hospitality, students will scale up the previous dishes into larger quantities as they provide catering for an event. This section will involve using the industrial kitchen and equipment in the Trade Training Centre.

### Assessment:

- Portfolio
- Practical Tasks

## INDUSTRIAL DESIGN - WOODWORK

During this unit students design and make products. They learn how to use tools, machinery and construction techniques. Students make an upholstered ottoman and then design and make a product incorporating the laser cutter. Techniques such as upholstery, wood bending, carving and joining may be used to produce at least two products. Students need to apply creativity and problem solving skills.

### Assessment:

- Design Folio
- Products - Ottoman and Lightbox

## PRODUCT DESIGN-TEXTILES

During this unit students learn how to use the sewing machine and patterns in the construction of a pair of pajama shorts and a matching top. Students research the work of fashion designers, with a focus on sustainable fashion and fabric. Fashion illustration techniques are explored as students are inspired by cultural fashion. Students need to apply creativity and problem solving skills in the creation of a folio of works.

### Assessment:

- Folio
- Products - Pajama Set
- Research Task

## CODING AND ROBOTICS

This unit provides students with challenging extension opportunities in the STEM area (Science, Technology, Engineering and Mathematics). Through project-based learning, students will analyse, plan, problem-solve and use coding and programming skills to command the EV3 Lego Mindstorm robot. They will learn about real world applications of science and mathematics and develop critical thinking skills through digital technology preparing them for the third millennium.

### Assessment:

- Coding challenges
- Reflective journal
- Robotics project



# VISUAL ARTS

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## STUDIO ARTS

Students explore a range of different art forms, like drawing, painting, digital collage and sculpture. Students will develop their skills and techniques in these art forms by exploring ideas in their folio. They use the design elements and principles and select appropriate material and techniques to develop their artworks. Students research the work of contemporary and historical artists, focusing on the style of key art movements.

### Assessment:

- Folio
- Products - Artworks in selected artforms
- Research Task - Art Movement & Artists

## DIGITAL ART AND PHOTOGRAPHY

Students explore digital and darkroom Photography. Students learn how to use digital cameras and Photoshop to develop ideas. Studio lighting, still life and movement photography are explored. Students research the work of prominent photographers and digital artists. Students use digital design software such as Procreate and Photoshop to create digital works of art. They use the design elements and principles and select appropriate material and techniques to develop their artworks.

### Assessment:

- Folio
- Final Photographic & Digital Productions
- Research Tasks - Digital Artists & Photographers

## SCREENAGERS – THE MASS MEDIA AND YOU

This unit gives students the opportunity to empower themselves as media consumers and media producers. The students will develop practical skills in media production in a range of media such as print, film, video, animation and other digital forms. 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, and in the process gain the power to make their own choices, free from the influence of the mass media. Projects will be based upon the interests and expertise of students and staff.

### Assessment:

- Media Analysis
- Animation Production
- Video Task

## VISUAL COMMUNICATION DESIGN

Students produce a range of visual communications such as logos, 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.

### Assessment:

- Folio
- Products
- Research

# VISUAL ARTS

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## **BUILDING THE FUTURE (ARCHITECTURE AND ENVIRONMENTAL DESIGN)**

This unit explores the fields of Architecture, Engineering and Environmental Design. Students use both hands-on and digital methods to solve environmental design problems, through the creation of 3D models and technical drawings. A range of technologies are explored, including laser cutting, 3D printing and sculptural techniques. Students will focus on the artistry and design of buildings, while considering the technical and structural components required to make a durable structure. As a future-focused subject, students will also explore sustainability practices for a changing climate.

This hands-on elective is for students who see a future career path in Architecture, Engineering, Environmental Science and other creative fields

### **Assessment:**

- 3D Architectural Models
- Technical Drawings
- Sustainability Research Tasks



# INTEGRATED STUDIES

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## CHANGE THE WORLD: EXTENDED INVESTIGATION

Change The World offers students a chance to make a difference. Students select a real world problem of their choosing and work toward creating an innovative solution. The Design Process will guide them through the stages of research and development as they work toward the creation of a final prototype. Students will have access to a range of technologies in producing their solution, including the laser cutter, 3D printing, CAD modelling software and physical modelling materials. The design process can be completed independently or collaboratively depending on the preferences of the student. Change The World will suit learners who are self-motivated, creative and enjoy problem solving.

*Students will be required to submit an application to be considered for this subject. Application forms can be found on the Subject Selection Portal Page.*

### Assessment:

- Research
- Design Process
- Final Solution/prototype
- Pitch & Evaluation of solution

