

Responsibility

Respect

Resilience

Teamwork



# DONCASTER SECONDARY COLLEGE

## YEAR 9 COURSE DESCRIPTION BOOKLET 2017

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|                                      |                  |
|--------------------------------------|------------------|
| Principal:                           | Mrs Eva McMaster |
| Assistant Principal (Middle School): | Mr Glenn Morris  |
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| Year 9 Co-ordinator:                 | Mr Ben Hollard   |
| Head of Curriculum                   | Ms Dianne Hayton |



# DONCASTER SECONDARY COLLEGE

## COLLEGE PURPOSE & VALUES

At Doncaster Secondary College, all students are active participants in a learning culture which promotes academic excellence and personal development through a diversity of challenging experiences.

*Working together, learning together*

*Working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society.*

The core purpose is reflected in the College motto 'Working Together, Learning Together' and is underpinned by the following values;

- **Respect** for ourselves, each other and the environment
- **Responsibility** for our own actions
- **Resilience** to embrace challenges with optimism and perseverance
- **Teamwork** working co-operatively and constructively with others



*Working together, learning together*



# DONCASTER SECONDARY COLLEGE

## CURRICULUM PROFILE

Periods in the Timetable each week (75 min periods)

| Year  | Se<br>m                                     | 1                | 2   | 3           | 4           | 5        | 6           | 7       | 8                       | 9       | 10  | 11                         | 12          | 13                 | 14                 | 15 | 16       | 17       | 18 | 19 | 20 |
|---|---|------------------|---|-------------|-------------|----------|-------------|---------|-------------------------|---------|---|----------------------------|-------------|--------------------|--------------------|----|----------|----------|----|----|----|
| 7   | 1   | <b>DISCOVERY</b> | English / English as an Additional Language (EAL) |             | Mathematics |          |             | Science |                         |         | History   |                            | Languages   |                    | PE, Health & Sport |    |          | Art/Tech |    |    |    |
|   | 2   |                  |   |             |             |          |             |         |                         |         | Geography   |                            |             |                    |                    |    |          | Art/Tech |    |    |    |
| 8   | 1   |                  | English / EAL                                     |             | Mathematics |          |             | Science |                         | History |   | Languages                  |             | PE, Health & Sport |                    |    | Art/Tech |          |    |    |    |
|   | 2   |                  | Geography   |             | Art/Tech    |          |             |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
| 9   | 1   |                  | English / EAL                                     |             | Mathematics |          |             | Science |                         | History | Languages   |                            | PE/Health   |                    | Art/Tech           |    | MYSELF   |          |    |    |    |
|   | 2   |                  | Geography   |             | Art/Tech    |          | MYSELF      |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
| 10  | 1   |                  | English / EAL                                     |             | Mathematics |          |             | Science |                         |         | Humanities  |                            | Languages   |                    | PE/Health          |    | ISP      |          |    |    |    |
|   | 2   |                  | Humanities  |             | ISP         |          |             |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
|   | English / EAL & Maths compulsory in Year 10 |                  | Four other studies must then be selected          |             |             |          |             |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
|   |   |                  |   |             |             |          |             |         |                         |         | Students in Year 10 may be recommended to select a VCE subject in their program |                            |             |                    |                    |    |          |          |    |    |    |
| <b>Victorian Certificate of Education - VCE</b>   |   |                  |   |             |             |          |             |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
| 11  |   | VCE English/EAL  |   | VCE Subject |             |          | VCE Subject |         | VCE Subject             |         | VCE Subject   |                            | VCE Subject |                    | VCE Subject        |    | ISP      |          |    |    |    |
| 12  |   | VCE English/EAL  |   | VCE Subject |             |          | VCE Subject |         | VCE Subject             |         | VCE Subject   |                            | VCE Subject |                    | ISP                |    |          |          |    |    |    |
| <b>Combined Senior Certificate: School Based Apprentice/Trainee &amp; VCAL Certificate - SBAT</b> |   |                  |   |             |             |          |             |         |                         |         |   |                            |             |                    |                    |    |          |          |    |    |    |
| 11  |   | Inter Literacy   |   | PDS         |             | Numeracy |             | WRS     | VET Certificate Studies |         |   | Apprenticeship/Traineeship |             |                    |                    |    |          |          |    |    |    |
| 12  |   | Senior Literacy  |   | PDS         |             | Numeracy |             | WRS     | VET Certificate Studies |         |   | Apprenticeship/Traineeship |             |                    |                    |    |          |          |    |    |    |



# DONCASTER SECONDARY COLLEGE

## YEAR 9 CURRICULUM PROFILE

### CORE

DiSCoverly  
English / English as an Additional Language  
Mathematics / Mathematics (Advanced)  
Science  
Health and Physical Education  
Geography  
History  
LANGUAGES – Chinese, French OR Italian (2)

### ELECTIVES

(2 electives, 1 EACH semester)

#### ART / TECHNOLOGY

Art                      Drama  
Ceramics              Music  
Electronics            Food Technology  
Metal Work            Photography  
Textiles Design      Woodwork  
Visual Communication

### MY SELF PROGRAM

(MY Future + 3 choices, at least one authentic and one integrated)

#### CORE PROGRAM

MY Future  
**AUTHENTIC LEARNING STRAND**  
MY Advance  
MY Animal  
MY City  
MY Service  
MY ICT  
MY Photo  
MY Outdoor  
My Duke of Edinburgh

#### INTEGRATED LEARNING STRAND

MY Bakery  
MY Basketball  
MY CSI  
MY Dance  
MY Fitness  
MY Harmony  
MY Magazine  
My Print Workshop  
My Urban Art  
My Robot



# DONCASTER SECONDARY COLLEGE

## CO-CURRICULAR ACTIVITIES AND PROGRAMS

### Educational Enhancement

Australasian Schools English Competition  
Australian Schools Writing Competition  
Australian Mathematics Competition (Westpac)  
Mathematical Olympiad  
Year 7 – 10 Maths Games Day  
UNSW Science Competition  
Science Talent Search  
LANGUAGES Competition e.g. Italian Poetry Competition  
Biology, Chemistry & Physics Olympiad  
National Chemistry Quiz  
Interschool Debating Competition  
Rotary Public Speaking Competition  
Hospitality catering  
Subject specific weeks e.g. Geography awareness week  
AMEB Music Examinations  
Sustainability Action Program

### Camps and Excursion

Year 7 Orientation camp  
Year 9 Outdoor Recreation camp  
MY ADVANCED & MY OUTDOOR camps  
Year 11 Central Australia Camp  
Year 10 Work Experience  
Instrumental Music Camp  
Year 10, 11 & 12 University Visits  
Subject based excursions e.g. Royal Melbourne Zoo  
International Study Tours e.g. Italian, Cambodia, French and Chinese  
NASA Space Camp

### Clubs

Art Club  
Debating / Public Speaking  
Breakfast Club  
Vocal Ensemble  
Student Focus (Year 7 – 8)  
VCE Lounge  
Chess Club  
Games Room  
ESL Homework Club

### Sports

Inter-College sports  
Whole-school College sporting carnivals – swimming, cross-country, athletics  
Sports include badminton, baseball, basketball, cricket, football, hockey, netball, rugby, soccer, softball, tennis, volleyball  
Fun-Sports  
Potential Leaders  
**Arts, including Performance Arts**  
College Production  
House Drama  
Instrumental music and musical bands and ensembles including Rock Band  
Musical soirees  
VCE Drama and Theatre performances  
Student Art Gallery  
College Magazine 'Cornucopia'  
Student Technicians  
Presentation Ball Arts Week  
  
Languages Week – Chinese, French and Italian

### Leadership

Student Representative Council  
Middle and Senior School Captains  
Sports teams captains; student coaching of sporting teams  
Year 7 Peer Support Program (Year 9 Leaders)  
Art Captains  
MYSELF Showcase Events  
Student led level assemblies, house meetings, drama activities  
College Council Student Representatives  
Year 12 Sport, Drama, Magazine Committees  
ALPINE School (Year 9)  
Victorian Young Leaders to China (VYLC) Program – 6 weeks  
**Student-Representative Council**  
Fund raising activities for causes e.g. State Schools' Relief fund, World Vision  
World's Greatest Shave  
Social Events e.g. Valentine's Day  
Talent Quest



Year 9 is a time of transition and consolidation. Therefore, the Year 9 curriculum at Doncaster Secondary College emphasises the successful acquisition of broad general knowledge, skills and attitudes, and it is designed to be interactive, accessible and flexible. There is an increasing necessity for self-reliance, as more emphasis is placed on students' ability to work progressively and within deadlines.

In Year 9, there is greater emphasis on the effective use of ICT, incorporating 'Bring Your Own Device' (BYOD) and the computer laboratories at the College. This allows students to:

- i. access numerous learning resources, including eBooks and
- ii. build their ICT capabilities in the areas of visualising thinking, creating and communicating

Specific programs targeted at leadership, resilience and connectedness are provided for selected groups at appropriate times throughout the year. These programs include Peer Mentors and the Alpine School.

Year 9 students are also given the opportunity to be involved in a range of Authentic and Integrated Learning experiences over the year. The program entitled "MY SELF" (Middle Years Selected Essential Learnings for the Future) has been specifically designed to engage Year 9 Students, involve them in authentic and integrated programs which extensively incorporate information technology. Students will be invited to select four units over the year; each unit will run for one term.

During Year 9 teacher recommendations for VCE subjects in Year 10 are gathered. Aptitude and maturity are two key factors which are extensively used in this selection process. Students who have an interest and ability in one or more curriculum areas need to be aware that this selection process is ongoing, with offers to students being made at the end of Term 3 for VCE units.

To facilitate the selection of electives and MYSELF units, this booklet provides descriptions of subjects to be offered in 2016. Students are asked to consider their selections carefully, and, if necessary, seek assistance from family, teachers, Careers Coordinator and the Year Level Co-ordinators.

Should you have any questions or concerns, please do not hesitate to contact any of our staff listed on the cover of this document.



# DONCASTER SECONDARY COLLEGE

## CORE SUBJECTS

**DiSCovery**

**English / English as an Additional Language**

**Mathematics / Mathematics (Advanced)**

**Science**

**Health and Physical Education**

**Geography**

**History**

**Languages – Chinese, French OR Italian**

## DISCOVERY PROGRAM

The DiSCovery program focuses on enhancing student learning, promoting student connectedness with the College community and the monitoring of student progress through personalised learning. It explores the relationship between students as learners, their interpersonal (social) and personal (emotional) development with the aim to prepare them to become productive members of society - the 21<sup>st</sup> century.

Each year level has a particular focus ranging from belonging at Year 7 to self awareness and preparing for life beyond school at Year 12.



Each student will be required to develop an individual learning plan which consists of three goals – personal, literacy & numeracy. DiSCovery and classroom teachers will provide strategies to support them in their achievement of these goals. Students will also be encouraged to showcase their learning and growth.

A levy for DiSCovery provides for DiSCovery resources, materials and guest speakers that support the program. The College purchased an online study program that can be accessed at home and all students are encouraged to further their learning by completing study modules that are relevant to their learning.

## ENGLISH

### Overview

Year 9 English explores the world of language and ideas, providing students with the knowledge and skills to interact and engage with a range of multi-modal texts. Students employ increasingly complex language and structures to analyse concepts and texts, and to create their own forms of discourse. They also learn terminology to describe and discuss particular structures and features of language produced in a variety of contexts.

### Key Concepts & Skills

In Year 9 English, the students will:

- Understand that authors innovate with text structures and language for specific purposes and effects
- Compare, contrast and apply cohesive devices in texts, focusing on how they serve to signpost ideas, make connections and to build semantic associations between big ideas in texts.
- Express personal creative, argumentative and analytical ideas in written, verbal and online modes.

### Assessment:

- Oral presentations
- Text response (analytical essay)
- Creative writing folio (short story, poetry, creative response to text)
- Context essay (expository essay, hybrid creative essay)
- Argumentative essay
- End of Year Examination

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### Overview

English as an Additional Language (EAL) is structured to meet the specific language needs of students of non-English speaking background and for whom English is an additional language. *Acceptance into the course will be based on teacher recommendation and/or testing by the EAL Co-ordinator.* EAL provides students with opportunities to develop their oral, aural and written English communication skills, to enable them to interact purposefully in school-based and interpersonal contexts.

### Key Concepts & Skills

In Year 9 English as an Additional Language (EAL), the students will:

- explore grammatical structures; develop vocabulary, spelling and sentence construction
- read, interpret and analyse a range of texts and respond to them both orally and in writing
- develop their listening and speaking skills
- read, interpret and analyse current media issues, and the persuasive intention of writers
- participate in writing activities to produce a variety of styles of writing; through editing, to clarify ideas and correct punctuation, grammar and spelling

### Assessment:

- Oral Presentations
- Creative Writing Folio
- Analysis of text
- End of Year Examination



## MATHEMATICS

### Overview

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

### Key Concepts & Skills

In Year 9 Mathematics, the students will:

- explore various branches of mathematics including Number and Algebra, Measurement and Geometry, and Statistics and Probability
  - apply the index laws using integer indices to variables and numbers
  - express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations
  - solve problems involving simple interest
  - use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions
  - find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies
  - sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms
  - solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders
  - relate three-dimensional objects to two-dimensional representations
  - explain similarity of triangles, interpret ratios and scale factors in similar figures
  - apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.
  - compare techniques for collecting data from primary and secondary sources
  - construct histograms and back-to-back stem-and-leaf plots
  - identify mean and median in skewed, symmetric and bi-modal displays
  - calculate relative frequencies to estimate probabilities
  - list outcomes for two-step experiments and assign probabilities for those

### Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic Tests and Semester Examination
- Application and Analysis Tasks
- Problem solving
- Investigations, incorporating the use of ICT

## MATHEMATICS (ADVANCED)

In the Year 9 Mathematics (Advanced) course, the mainstream topics are covered in greater detail, depth and enhanced pace. Hence, additional topics are also studied. Students in this course will be challenged with varied and more difficult problem solving, application and analysis tasks. The advanced work will be assessed and recorded in the students report, in addition to the students' assessment at the mainstream level.

# SCIENCE

## Overview

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

## Key Concepts & Skills

In Year 9 Science, the students will:

- safely handle scientific equipment and chemicals
- pose different types of questions that can be investigated using a range of inquiry skills
- plan experiments which include the accurate control and measurement of variables
- explain how complex organisms respond to external changes, through the control of the central nervous system
- investigate different aspects of body physiology through dissections of brains, kidneys and eyeballs
- describe a range of chemical reactions, including acid-base reactions
- explore the reflection and refraction properties of light as they apply to mirrors and lenses
- investigate atomic structure and the mechanisms of radioactive decay
- experiment with different electric circuits in series and parallel configurations

## Assessment:

In addition to maintaining an organised exercise book with all questions, activities and homework, students may be given the following tasks:

- Topic Tests
- Practical Investigations and Scientific Reports
- Research Assignments

## HEALTH AND PHYSICAL EDUCATION

### Overview

Health and Physical Education (HPE) provides students with knowledge, skills and behaviours to develop and maintain their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. It also promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. *Students of HPE participate in one practical session, and one theory sessions per week.*

### Key Concepts & Skills

In Year 9 Health and Physical Education, students will:

- have an involvement in a variety of activities to improve or maintain regular participation in moderate to vigorous physical activity
- understand the of responsibilities required to undertake a variety of leadership roles in a sporting environment
- select appropriate training methods for improving fitness for specific activities
- develop knowledge of the nature of independence in terms of adolescent development, including, in sexual relationships
- identify factors contributing to current trends in nutritional status of Australians
- explore a variety of social and cultural factors that shape individual personal identity and values

### Assessment:

- Practical Activities - athletics, badminton, ballroom dancing, gymnastics, handball, basketball, netball, fitness, SEPEP, soccer, hockey and volleyball.
- Group assignments
- Role Plays
- Assignments, including internet tasks, worksheets
- Topic Tests

## GEOGRAPHY

### Overview

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria to propose and justify a response.

### Key Concepts & Skills

In Year 9 Geography, the students will:

- Demonstrate geographical skills in representing and interpreting data
- Construct and interpret transects on topographic maps
- Distinguish between biomes and explain factors impacting on their location
- Explain the role of biomes in food production
- Suggest strategies for the sustainable use of biomes and food production
- Use ICT to show the interconnection between people, biomes and food
- Use the Research Helper to consolidate their research skills

### Assessment:

- Biomes Brochure
- Food Security Investigation
- Tourists on the move
- Various mapping and practical tasks using a variety of visual representations
- Topic tests

## HISTORY

### Overview

History provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire by investigating the past from ancient civilisations to today's news. Students develop skills in research and critical inquiry: analysing, framing questions, organising inquiries, identifying the origins of sources, identifying values and beliefs underpinning them and using the language of history.

### Key Concepts & Skills

In Year 9 History, the students will:

- develop historical understanding through key concepts including continuity and change, cause and effect, evidence, perspectives, empathy and significance
- place some of the main events, people and societies they have studied within a chronological framework, with specific reference to the locations affected and periods of time
- identify and locate both primary and secondary sources using ICT and other methods
- examine sources to identify and describe different points of view, values, attitudes and perspectives

### Assessment:

- Research Assignments
- Glossary Tests
- Image Analysis
- Document Analysis

## LANGUAGES: FRENCH, ITALIAN & MANDARIN

### Overview

Language (French, Italian & Mandarin) provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens.

### Key Concepts & Skills

In Year 9 Languages, the students will:

- extend and develop the basic skills of listening, speaking, reading and writing
- comprehend factual information drawn from themes studied by comparing, analyzing and select correct information in order to respond appropriately when answering questions, completing close exercises or following instructions
- interact socially and obtain information based on themes presented in class
- read and understand an authentic text of approximately 250 words in order to select information and demonstrate comprehension
- convey and discuss personal, imaginative or factual information of the target language
- broaden their knowledge and understanding of the linguistic concepts of the target language

### Assessment:

- Work covered in the prescribed Textbook, student Workbook and other relevant supplementary linguistic tasks set for each language
- Class Work
- Work Requirements
- Topic Tests
- Learning Technology Tasks



## ART / TECHNOLOGY (ELECTIVES)

Art  
Ceramics  
Drama  
Electronics  
Food Technology  
Metal Work  
Music  
Photography  
Textiles Design  
Woodwork  
Visual Communication

### ART

#### **Overview**

The learning program for Art provides opportunities for students to continue sequential development of learning in the discipline (from Year 7/8).

#### **Key Concepts & Skills**

In Year 9 Art, the students will:

- study and work in the practical areas of painting, drawing, printing & three-dimensional activities
- be given a general introduction to arts appreciation through class discussion, observation and assignments
- view and appreciate the work of artists in galleries, whenever possible
- explore various techniques and apply them towards satisfying personal outcomes
- develop from the simple to the complex (emphasis)

#### **Assessment:**

- Folio of practical work, accompanied by appropriate written material

## CERAMICS (CER)

### Overview

The learning program for Ceramics provides opportunities for students to continue sequential development of learning in the discipline (from Year 7/8).

### Key Concepts & Skills

In Year 9 Ceramics, the students will:

- explore and utilise clay as an expressive medium
- reinforce and refine the development of basic hand building techniques - pinch, slab coil
- design ceramics - more complicated designs and more emphasis on this area of work
- develop advanced decoration techniques - texture and colour - use of under glazes
- appreciate the need for safety in the ceramics studio
- develop an appreciation and response to the clay work of others

### Assessment:

- Present finished practical pieces, accompanied by appropriate theoretical material

## DRAMA (DRA)

### Overview

The Drama course is designed to introduce students to various styles of drama and performance work. Students will develop their performance skills and acting technique by making rehearsing and presenting group based performance pieces.

### Key Concepts & Skills

In Year 9 Drama, the students will:

- look at contemporary issues
- compare Naturalistic and Non-naturalistic performance styles
- explore works by Shakespeare and develop a modern version of a Shakespeare script
- develop their stage design skills by experimenting with light, sound, costume, sets and props

### Assessment:

- Journal
- Group Performance Work
- Understanding use of Stagecraft Elements
- Participation in Activities
- Research Assignment

## ELECTRONICS (ELE)

### Overview

The Electronics course is designed to focus students on model construction techniques and the designing of circuits.

### Key Concepts & Skills

In Year 9 Electronics, the students will:

- reinforce & refine the development of basic soldering techniques through a series of exercises
- complete already prepared printed circuit boards
- create models such as flashing lights, FM Wireless Microphone (FM Bug), Electronic Dice, Doorbell, Heads and Tails Decision Maker, Two Tone Siren
- safely operate a range of equipment in the construction of the models
- appreciate the need for safety in the electronics classroom

### Assessment:

- Complete a number of successful / working models which include design, production and a knowledge of inputs and outputs.

## FOOD TECHNOLOGY (FTE)

### Overview

The Food Technology course provides students the opportunity to explore 3 distinct units of work: planning healthy meals, methods of food preparation and multicultural food.

### Key Concepts & Skills

In Year 9 Food Technology, the students will:

- identify materials and devise recipe options
- produce a range of food items and evaluate their product
- examine the relationship between nutrition and health
- analyse factors that influence food choice

### Assessment:

- Work presented production work
- Coursework
- Assignments

## METAL WORK (MWK)

### Overview

The learning program for Metal Work provides opportunities for students to continue sequential development of learning in the discipline (from Year 7/8). Metals such as brass, copper, silver may be used in combination with other materials, to create, rings, key chains, pendants with the emphasis on individual design.

### Key Concepts & Skills

In Year 9 Metal Work, the students will:

- master the basic skills required in Metal Work
- develop appropriate and safe techniques when handling equipment and pieces of machinery
- pay attention to correct procedures and processes involved with the use of metals
- understand the occupational health and safety in a metal workshop
- develop techniques such as soldering, fabrication and manipulation of metals

### Assessment:

- Present finished practical pieces, accompanied by appropriate theoretical material



## MUSIC (MUS)

### Overview

In Music, students are involved in the following areas of practice: creating, practising, presenting, discriminating and reviewing. The focus will be on musical styles from 1950's until the present time. It is recommended that students planning to take music performance as a subject at V.C.E level also take music as a subject in the middle school to ensure that they continue their musical development.

### Key Concepts & Skills

In Year 9 Music, the students will:

- create, practice, improvise, present and review music
- reinforce the theoretical concepts through practical activities
- explore simple compositions and arrangements
- perform as either a group and/or in a solo context
- develop greater aural awareness

### Assessment:

- Participation in activities.
- Performances (group and solo).
- Devising musical ideas.
- Written tasks.

## PHOTOGRAPHY (PHO)

### Overview

The Photography course is designed to introduce students to the processes of media, photography production and design, with an understanding of the development of photography and an appreciation of it as an art form.

### Key Concepts & Skills

In Year 9 Photography, the students will:

- produce digital and darkroom photographic prints, a music poster, a visual diary (documenting their work) and two major theory tasks
- learn how to use the latest Adobe Photoshop and how to utilise artistic techniques to create successful photographic images
- gain skills and knowledge to navigate and understand the ever-growing media and photographic influence in our global community

### Assessment:

- Production of a folio of finished, displayed photos along with a methods book.
- Theory tasks

## TEXTILES DESIGN (TEX)

### Overview

The Textiles course allows students to be involved in the following areas of Textiles practice: creating, practical applications, presentations, and analysis of finished work. Teaching emphasises the importance of appropriate and necessary skills and techniques in the completion of high quality finished work. Students consolidate their understanding of the role of Textiles in their culture and its relevance to their lives beyond the College.

### Key Concepts & Skills

In Year 9 Textiles, the students will:

- reinforce & refine the development of basic sewing and cutting techniques
- develop their own designs, which will be completed using the appropriate practical techniques and necessary skills
- understand how fabrics may be printed embroidered, spun, felt, dyed, quilted, knitted and machined
- develop appropriate and safe techniques when handling equipment

### Assessment:

- Visual diary containing all the processes used, design work and set class work
- A practical folio of 3 finished pieces is expected.

## VISUAL COMMUNICATIONS & DESIGN (GRC)

### Overview

Visual Communications is clear-thinking drawing; it uses a variety of drawing techniques to communicate to others. Topics are wide ranging, often preparing and reinforcing students' skills in other subjects, via graphs, mapping, processes and procedures.

### Key Concepts & Skills

In Year 9 Visual Communication, student will:

- develop a basic comprehension of the 'Design Process'
- master free drawing skills
- explore a range of graphic drawing techniques
- develop an appreciation of clear, clean, neat and concise finishes
- explore the application of computer graphics

### Assessment:

- A folio of completed work. Emphasis will be placed on the development of personal ideas documented in the visual diary and matched to fully completed pieces of work.

## WOODWORK (WWK)

### Overview

The Woodwork course at this level requires a background of skills commensurate with the type of model the student wishes to make. It is not unusual for students with no previous background to elect the subject at this level. In such cases they are limited to models not requiring difficult joints, or potentially dangerous procedures.

### Key Concepts & Skills

In Year 9 Woodwork, students will (with previous experience):

- undertake one or two major models for the year - chairs, cabinets, cupboards, bookshelves, tables, etc.
- combine other materials such as glass, leather and steel in their design
- study joints, tools, furniture and its history of development, and of materials in general use
- develop appropriate and safe techniques when handling equipment and pieces of machinery
- appreciate the need for safety in the Woodwork room

### Assessment:

- Based on work presented: practical, theoretical and assignments. Theoretical notes and assignments documented in a visual diary.



## MYSELF

### MIDDLE YEARS SELECTED ESSENTIAL LEARNINGS FOR THE FUTURE

The MY SELF (Middle Years Selected Essential Learning for the Future) Program involves all Year 9 students undertaking a range of authentic and integrated programs for one whole day per week over the year. Students may choose **three** learning units, with at least one from the Integrated or Authentic strand.

The fourth unit, **MyFuture** is a **compulsory unit** for all students as it offers invaluable careers guidance and builds a firm foundation of career management skills, including job interview experience. It also looks at building resilience to manage change more effectively and promotes learning and work decision-making skills.

**Authentic Learning** involves alignment of student learning experiences with the world for which they are being prepared. The learning situations, environments, skills, content and tasks are relevant, realistic and authentic and represent the natural complexities of the 'real world'.

**Integrated Learning** is the process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. Integrated learning units are designed to encourage students to draw on disciplinary perspectives and integrate their insights through construction of a more comprehensive perspective.

As part of the MYSELF program students are expected to complete an on-going learning portfolio which include:

- a range of pieces that focus on supporting an individual's learning styles
- evidence to show the personal, social and emotional growth of individuals
- activities that develop their literacy skills e.g. speaking, reading and writing
- goals and reflection (assessment for learning)
- where ICT has been utilised to communicate, visualise one's thinking and creativity avenue

The key skills that will be developed across all MYSELF units include:

- |   |                                     |
|---|-------------------------------------|
| • Leadership                                  | • Organising and managing resources |
| • Communicating                               | • Problem solving                   |
| • Planning activities                         | • Thinking creatively               |
| • Self reflection                             | • Cooperative learning              |
| • Evaluating own and others' responsibilities | • Team building                     |
| • Decision making                             | • Networking                        |
|   | • Independent learning              |

The development and implementation of Units in this innovative Year 9 Program will be driven by both student choice and staffing allocations. Assessment and reporting will form part of the program and appear in student reports each semester.

# MYSELF PROGRAM CORE UNIT

## MY FUTURE

### Unit Overview

Not everyone can become a millionaire but everyone would like to be successful when they complete their education and have the best opportunity to gain employment and enjoy life as an adult.

This unit is based on 'The Be Real Game' which is a careers and life skills program which is aimed for students to have fun while helping them to make important connections between school and their future life.

During the game, students will role play an allocated occupation which may come from a range of careers such as aerospace, biotechnology, logistics, tourism, transport, health care, environmental protection etc. They will share their experiences with others living in their community. By role playing, playing games and participating in various other activities students will learn important life skills that will help them make informed choices about their career and transition pathways.

### Learning Outcomes:

- Understanding of key terms and concepts relating to work and career building
- Working in teams to create a neighbourhood community and form a town.
- Preparing for work by practising resume writing and portfolio building skills
- Understanding how to seek work
- Exploring the link between income, lifestyle, choices and necessities
- Learning to deal with typical real life situations that may challenge decision making skills
- Learning how to respond to an emergency in a neighbourhood community.
- Experiencing the consequences of job loss and job change
- Using resume worksheets to seek and find new work
- Sharing stories of real life experiences in the world of work based on interviews with adults.
- Self assessment to give an insight into interests, skills and learning styles.
- Evaluation of what has been learnt to enable goals to be established
- Celebration accomplishment of participating in 'The Be Real Game'.

### Assessment:

Students will be required to keep an electronic portfolio of work on a wiki. They will also keep a reflective journal to record and reflect on their learning.

### Resources:

While playing 'The Be Real Game', students will be given activities and worksheets which will assist and support their learning.

### Cost:

Students have the opportunity to visit Box Hill TAFE and South Melbourne Market to investigate pathways and Melbourne Communities. Students will be required to own a MYKI card to cover the cost of public transport for both excursions.

# MY SELF AUTHENTIC LEARNING STRAND

## MY ADVANCE

### Unit Outline

Advance is a school-based program for young people, aimed at developing leadership and communication skills. It is run as partnership between the Office for Youth, Victorian Government Secondary Schools and community organisations. During their time in MY Advance, students will participate in a community service module within the local Doncaster Community. They will also have the opportunity to complete their CPR certificate and plan and manage an overnight camp.

Through Advance, young people, schools and community organisations develop networks of relationships while achieving shared goals. The program also encourages communities to support and recognise young people's participation and positive role in society.

Advance gives young people a chance to do something great in their community based on their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community.

### Learning Outcomes:

- Goal setting and Evaluation/Reflection
- Experience planning week to week activities to implement in their community.
- CPR Qualification
- Event organisation
- Basic camping skills (packing, meal planning, activity organisation)

### Assessment:

- Reflection journal
- Participation in all activities; includes peer and self assessment
- Celebration presentation

### Cost:

Funding for the program is partially funded by the Victorian Government as part of the Advance Program. Costs will apply throughout the course. However, students are required to pay \$90 for the term as this will support additional activities.

# MY ANIMAL

## Unit Overview

Animals play many important roles in our lives. In the Myself Program, students will investigate the role of animals in society, animal welfare and animal rights issues, the importance of animals as pets and careers with animals. They will have the opportunity to research local and global issues relating to fauna in a range of settings. They will have the opportunity to participate in activities (excursions) after they have researched and sourced the information with experts.

## Learning Outcomes:

- Students will be exposed to a range of academic and authentic resources in this unit and will then translate their understanding through the production of various assessment formats such as posters, essays, presentations and role plays.
- Students will be encouraged to diversify their ICT skills in the assessment tasks.
- Regular reflections will be used in the course in addition to Multiple Intelligences investigation and application.
- Students design and create a presentation of their findings for a suitable audience such as the end of term showcase

## **Below is a list of topics that will shape the course:**

|                            |                          |
|----------------------------|--------------------------|
| Working animals            | The importance of pets   |
| Companion animals          | Animal Regulations       |
| Zoo settings and practices | Selection of pets        |
| Circus Animals             | Urban Animal Management  |
| Australian Fauna           | Animal Cruelty           |
| Animals in Art             | Live Trade               |
| Animal Health              | Animals in story telling |
| Extinction                 | Animal Voice             |
| Careers with Animals       | Famous Animals           |
| Domestic Animals           | Wild Animals             |

## Assessment:

Students will keep a learning portfolio recording their experiences and completing a variety of assessment tasks. They will also complete a more detailed research project into an area of interest. Students will be required to make contact with a variety of animal service providers, developing their organisation and communication skills.

## Resources:

Students will be required to use their netbook or other electronic devices to research and complete assignments.

## Cost:

Students are required to purchase a MYKI card and to top it up to cover the cost of the excursions approximately \$50 - \$70, plus admission charges approximately \$20 - \$30 for the term. Students may purchase their lunches on some excursions but will always have the option of providing their own.

# MY CITY

## **Unit Overview**

My City aims to equip students with skills related to exploring, studying and working in the city of Melbourne. As motivated and reliable individuals they will design visits to the city, in all areas including the north, south, east and west. They will also be responsible for organising all aspects of the day. They will develop an appreciation for the location of many different sites of interest whilst enhancing their abilities and confidence in using public transport. Students design and implement the planning for the city visits using team work and organisational abilities to ensure the trips run smoothly.

## **Learning Outcomes:**

- Map interpretation to identify Melbourne sites of interest
- Historical and geographical investigation of the development of Melbourne
- Establish roles and work in teams to determine locations for focus
- Research options for locations to visit and the public transport required to get there
- Establish budgeting and equipment expectations for each trip
- Discuss behavioural expectations and public transport etiquette
- Implement planning on the day and reflect on the experience

## **Assessment:**

Students will be assessed both by the teachers, their peers and themselves in regards to their ability to work in teams and be leaders as appropriate. Weekly reflections based on their experience will be written and reviewed.

They will also produce an itinerary on their chosen theme for investigation. This production will be delivered to other students in the college to enhance their understanding and appreciation for a particular component of city life.

## **Resources:**

Students will be provided with maps of Melbourne and access to street directories and computers to aid in their planning. The internet will provide most information about sites but phone calls may be made to confirm access to particular locations. Students will use public transport.

## **Cost:**

A folder to organise their work for this unit should be arranged by each student and brought to each session. Students will be required to cover the cost of the public transport for each city visit including their lunch on the day; a MYKI card with credit is recommended. They may bring lunch from home or purchase it from a range of venues depending on the daily location being visited. Students are also required to bring money for admission fees (\$10-\$15) depending on the location.



# MY SERVICE

## Unit Overview

This unit involves students working with community providers outside the College. Students have the opportunity to undertake work placement at various local organisations including; Bulleen Special School, Kevin Heinz Garden Centre, Men's Shed, Heatherwood Special School, Childcare providers, Templestowe Pioneers Village and a range of local Primary Schools. Each community service placement involves students working with adults to meet the needs of the given organisation.

At the Primary Schools, students work in classrooms with students and teachers on a variety of activities including peer tutoring and sports coaching.

Specialist Schools enable students to work with children who have learning difficulties. Students have the opportunity to assist students in the classroom and in some instances, plan and deliver lessons to the students.

At Templestowe Pioneers Village students assist in the preparation of activities for the residents as well as serving meals. Students will also work with residents on craft activities in the afternoon.

## Learning Outcomes:

- Developing communication skills with the wider community
- Developing an appreciation and understanding of a community provider
- Enhancing information technology skills

## Assessment:

Students participating in Service Learning maintain a class wiki. The wiki is updated throughout the course of the service placements and includes the following information:

- A description of the Organisation and the services that are provided.
- A detailed description of the activities that the student undertakes during a day at the Organisation
- A reflective entry on the skills they have learned, the problems they have encountered and how they have overcome them; also what they have found challenging.

Students learn how to format and write a formal letter as well as create a profile about themselves, which they then send to their host organisation.

At the end of their placement students use computers to create a brochure about their organisation and the importance of volunteer work. They also produce and present a group oral presentation of their time at their community organisation to give other students an insight into what they've done and what they have learnt from their experiences at their organisations.

# MY ICT

## Unit Overview

ICT (information, communication & technology) has taken over every aspect of our daily lives from commerce to leisure and even culture. My ICT aims to equip students with skills related to investigating and safely using ICT that are relevant to them both now and in the future. Students will determine the technology and communication platforms of interest to them. As responsible users of information and communication technology students will investigate the history, benefits and dangers of working with the technologies that have made us a global society, where people can interact and communicate swiftly and efficiently. Students design and create a presentation of their findings suitable for a parent or teacher audience.

## Learning Outcomes:

During this course students will create a presentation that answers the following questions:

- What ICT do you use?
- Why do you use it? What do you enjoy?
- What is the history of the ICT you are researching?
- What qualifications are available in this ICT?
- What do you perceive as the dangers if any?
- What are you doing to safeguard yourself / your friends from dangers?

Students will work individually and in groups to research and create their presentation. They will use a number of techniques such as digital story, wiki's, blogs, filming, role play, interviews, editing and web 2.0. Students will attend external excursions designed to help research the content of their portfolios.

## Assessment:

Students will be assessed both by the teachers, their peers and themselves in regards to their ability to work in teams and be leaders as appropriate. Weekly reflections based on their experience will be written and reviewed.

They will produce a presentation about the ICT of their choice. This production will be delivered to other students in the college and to parents to enhance their understanding and appreciation for ICT.

## Resources:

Students will be provided with laptops, cameras, microphones and video cameras to record their presentation. Students will use their netbooks to collect and store the digital data they create. Students will need to purchase a MYKI card and have them topped up for the external excursions.

## Cost:

Students will need to purchase their own MYKI card for external excursion at the start of the term. There may be some costs associated with the excursions depending on student choices of venue. Students may purchase their lunches on some excursions, but will always have the option of providing their own.

# MY ROBOT

## Unit Overview

In this unit, students will collaborate in teams to follow the design process to create a robotic device to solve a real world problem. The device needs to be connected to a network / the internet in order to either control the device, or upload a program to the robot. Examples could involve (but not be bounded by)

- a device that moves a soccer ball around a pitch.
- a drone that is used to collect data on temperatures at different heights.
- A robot that assembles lego to a program.
- A robot to solve a Rubiks cube.

The structure of the subject will be as follows:

- Students will attend a workshop on robotics provided by the LaTrobe Outreach program on uses of robots in the world, as well making their own robot from set instructions. (Cost - \$15 per student)
- Students will need to identify a problem that can be solved through the application of technology, or select one of the suggested options if they are unable to identify their own.

## Learning Outcomes:

The following unit objectives for this course include;

- Students will learn collaborative techniques relating to working in a group and using modern technology tools for managing and documenting projects such as wikis, forums, and shared notebooks.
- Students will then follow the design process to **analyse** the functional and non-functional requirements of the problem, **design** the hardware and software required, **develop** the solution to completion, then **evaluate** the effectiveness and efficiency of their solution against the original requirements identified in the analysis.

## Assessment:

Assessment in this subject will take the form of a number of methods, including;

- Log book of practical work
- Design brief and evaluation of models
- Practical assessment of developed models
- Group assessment tasks

## Resources:

The materials used will vary depending on student choice and aptitude for the learning objectives of the subject. However, it is anticipated that the basic set of materials would include an Arduino processor, breadboard, wire, case, a simple set of sensors (eg, temperature, pressure, light, sound) and output devices (eg, buzzers, LEDs).

Students will also use their BYOD in this subject.

## Cost:

A \$100 subject fee applies. This cost includes all resources and the excursion to LaTrobe University. Students will also be able to keep their designed models once they have been created and assessed.

# MY PRINTWORKSHOP

## Unit Overview

My Printworkshop will provide students the opportunity to develop their creative and expressive capacities by learning about the different practices, materials and techniques within the printmaking discipline. Students will develop a sophisticated understanding of practical skills required within the method/s of printmaking through the trialling and testing of multiple techniques, use of hand tools, industry equipment and found materials.

Students will engage in the significant role and contribution of the artist in society through the observation of studio exhibitions, gallery spaces and community art projects. My Printworkshop will provide students with a framework for building positive relationships and working effectively in teams through the creation of a collaborative artwork.

## Learning Outcomes:

Students will work both independently and collaboratively to create a visual folio that will address the following aspects. Students will develop:

- conceptual and perceptual ideas and expressions through design and inquiry processes
- printmaking techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists within the community
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating
- work effectively in teams and develop strategies to manage challenging situations constructively.

## Assessment:

- Visual Folio
- Collaborative Printmaking Artwork

Throughout My Printworkshop students will be working independently to build a visual folio that illustrates the trial and testing of a variety of printing techniques, concept development and final artworks. Students will also be working collaboratively on a large final artwork. This artwork will be framed and displayed in the Student Gallery. Printing techniques covered during the unit:

- Intaglio Printing
- Relief Printing
- Etching
- Screen Printing

## Resources:

Students will provide their own A4 Visual Diary

## Cost:

\$70 per student. Students will need to have a valid MYKI for excursions.

# MY OUTDOORS

## Unit Overview

My Outdoors aims to equip students with the skills and knowledge required for safe participation in Outdoor Recreation activities. Students will examine a variety of different Outdoor Recreation activities and the venues in which these activities can be conducted. Activities may be conducted in the urban environment where appropriate and an overnight expedition at the end of the term will be planned by the student group.

## Learning Outcomes:

- Knowledge of Outdoor environments
- Research places of interest and find a suitable venue to carry out an activity of interest
- Reading and comparing landscapes to topographic maps.
- Compass navigation skills
- Risk assessment and safe practise.
- Establish individual and group roles. Focusing on leadership and teamwork.
- Use a variety of communication mediums amongst peers, staff members and the broader community
- Discuss expectations of group members and determine their own group code of conduct
- Development of a personal Environmental Ethos
- Implement their chosen expedition activity
- Reflect upon and evaluate their experiences

## Assessment:

Students will undergo on-going, peer, self, and staff assessment in regard to their ability to work effectively as part of a team and individually when required. Students will keep a learning portfolio recording their thoughts and feelings as well as keeping track of their own individual learning and planning progress. At the conclusion of the unit students will prepare a presentation of their choice detailing their own view of the experience.

## Resources:

Students will be required to find their own maps for planning purposes. This will mostly be done using the internet and library but depending on the location students choose, some maps may need to be purchased or outsourced. Students will be able to use school photocopiers and laminators to provide maps for the whole group as well as using school phones and fax machines to arrange transport and accommodation bookings. Students will need an exercise book for class work and a sketchpad for lessons that are out in the field.

## Cost:

If students select this unit it is expected that they attend the camp. The cost for this unit is \$100.

# MY PHOTO

## Unit Overview

My Photo aims to equip students with skills related to taking, editing and publishing digital photos that are relevant to them both now and in the future. Photographic techniques and styles will be taught and practiced during photography field trips. To personalise the learning, students will determine the photography subjects and styles of interest to them. As responsible photographers they will investigate the benefits and dangers of publishing photos on the Internet. Students design and create a presentation of their photos suitable for a student, parent or teacher audience.

## Learning Outcomes:

During this course students will create a photography portfolio which covers the following:

- How can an image tell a story?
- What makes a powerful image?
- Can an image depict a particular emotion?
- How do you show movement in a still image?
- Is it ethical to change an image?

Students will work individually or in groups to design and create their electronic photography portfolios. Students will also be attending external excursions and field trips.

## Assessment:

Each student will produce an electronic or hard copy photography portfolio. The group will create a showcase presentation for either a student, parent or teacher audience which will be delivered at the end of the term. The showcase will have a number of elements that the class will deliver as a group. These elements include a static display, an electronic presentation and a verbal presentation.

## Resources:

Students will provide their own digital camera, computer lead and download software. They will be using their NSSCF funded Laptop to download, edit and display their images. As photo file sizes may be large, students will also be required to provide their own external hard drive or USB stick for file storage. Students will require a topped up MYKI Card for field trips.

## Cost:

Field trips and excursions will be designed around minimal costing. Excursions within Zone 2 incur less than \$3.00 MYKI top up and excursions within Zone 1 and 2 incur less than \$7.00 MYKI top up for student concession. Admission charges for excursions will not exceed \$50 total for the term.

# MY SELF INTEGRATED LEARNING STRAND

## MY BAKERY

### Unit Overview

Food is frequently the focal point of our social life as we share food with family and friends. In this unit students will learn how to plan and execute a range of foods for different events and occasions.

They will design, investigate, plan the event, cost and order ingredients, take orders, prepare the food, deliver it to clients and evaluate the overall success.

Students will have the opportunity to research current food trends and learn about large scale catering and food safety and hygiene.

### Learning outcomes:

- Students will have to pass an online food safety OH&S test to gain a certificate of food safety.
- Use of IT to research and plan the events they will take on
- Students to plan for 3 to 4 events per term e.g. staff coffee shop/café, Valentine's day, Pizza lunch, Anzac Day, Mother's day, Father's day etc.. They will select a food item to prepare and take orders from interested staff (or perhaps other year 9 MYSELF students)

### Below is a list of topics that will shape the course:

|                              |                 |
|------------------------------|-----------------|
| Current food trends          | Packaging       |
| OH&S in a commercial kitchen | FSANZ laws      |
| Bread making                 | Patisserie      |
| Coffee/Barista course        | Chocolate work  |
| Food storage                 | Food labelling  |
| Costing a recipe             | Cake Decorating |
| Event planning               |                 |

### Assessment:

- Portfolio of planning, food preparation, recipes etc..
- Research task into current food trends
- Catering for MYSELF showcases

### Cost (To be confirmed)

This unit would be in line with other MYSELF and Food Technology programs ~\$100.

# MY BASKETBALL

## Unit Overview

My Basketball aims to equip students with the skills and knowledge required for the safe participation in the sport of basketball, and other sporting and athletic areas. Students will explore the range individual and team, offensive and defensive skills to assist with the progression of their skill level, whether it is for a recreational purpose or a desire to pursue junior basketball pathways. Activities will include both practical basketball and an investigation into the sport, rules, hierarchy, personalities, nutrition, and history both nationally and internationally.

## Learning outcomes:

- Knowledge of the sport of basketball, including rules and regulations
- Research the origins of the sport and how it has evolved into the modern game
- Identification and discussion of personalities that have impacted the game
- Investigation of basketball hierarchy and athlete pathways both nationally and internationally
- Review of nutrition requirements for athletes
- Establish individual and team skills
- Use a variety of communication mediums to communicate with fellow students, staff members and the broader community
- Discuss expectations of group members and determine their own group code of conduct
- Creation and implementation of a personal skill development plan
- Reflect upon and evaluate their experiences

## Assessment:

Students will undergo on-going, peer, self, and staff assessment with regard to their ability to work effectively as part of a team and individually when required. Students will keep a learning portfolio recording their thoughts and feelings as well as keeping track of their own individual learning, planning progress and skill development. At the conclusion of the unit students will prepare a presentation of their choice detailing their own view of the experience, demonstrating their new found or improved knowledge and skills.

## Resources:

Students will be required to attend classes in full school PE uniform, with appropriate supportive shoes. Each student will use their own Netbook for use of the internet and creative software for classroom learning purposes. The College will provide suitable sporting equipment in the practical component of this unit.

## Cost

Students may need to cover the cost of public transport and or entry costs into a training facility deemed appropriate to visit by the teacher in charge. This will not exceed \$30.00.



# MY CSI

## **Unit Overview**

My CSI explores a range of concepts in crime investigation both in the field and laboratory. Students discover a variety of scientific techniques and analyse subsequent data to support hypotheses in fictional criminal circumstances. Insight into roles of various forensic experts is offered. Areas of focus include fingerprinting, chromatography, handwriting and DNA. Analysis and critique of CSI topical television is provided with such a profound array of current programs portraying CSI themes. There is a major focus on developing teamwork skills whilst students conduct practical, problem solving, ICT and theory activities. Students are engaged with film analysis, discussion and role play of situations that are not easily replicated in the classroom. All students play a part in selection of topics to ensure interests are explored.

## **Learning Outcomes:**

During this course students will:

- review an episode of CSI and examine the key features of such programs e.g. climax, resolution
- gain an insight into the roles and responsibilities of forensic scientists, police detectives and members of the investigation squads (police)
- undertake practical investigations and follow scientific methodology
- develop skills related to making observations and accurate measurements, hypothesising, drawing inferences and conclusions and apply logic to various situations
- research current forensic techniques
- explore the connection of mathematics and forensic science
- apply the techniques learnt in class to solve hypothetical crime cases
- use various computer software packages such as Photostory and Word to creatively present and summarise their findings

## **Assessment:**

Students will be required to maintain a portfolio for this unit. The portfolio will incorporate a collection of the students work including their learning journal, episode review and practical reports. The students will also be assessed by themselves and others in their ability to work collaboratively, safely and efficiently.

## **Resources:**

While undertaking the MY CSI unit, students will be given activities and worksheets, which will assist and support their learning. They will be required to keep these all together in a folder. In addition, the internet (as a source of information) and many software programs will be utilised.

## **Cost:**

Students may be required to pay a small cost (approx. \$30) to cover the possible incursion/excursion(s).

# MY DANCE

## Unit Overview

My Dance aims to provide students with the opportunity to engage in a variety of experiences related to the dance and performing arts world. Students will learn the importance of understanding the functionality of their bodies in relation to dance and how it differs from other forms of physical activity. Dance related skills to be developed will include: appropriate warm ups, basic technique, postural strength and support, working with music of different tempos/genres and some basic choreographic processes. Students will also be able to make a selection of dance styles they would like to explore (eg. Jazz, Hip Hop, Latin, Ballroom, Classical Ballet, Broadway Jazz, Soft-shoe Tap, Contemporary etc) and will develop an appreciation of how these styles are learned and utilised to present engaging dance performances.

## Learning Outcomes:

During this course students will develop a skill set in relation to dance and performing arts. Students will engage in range of dance styles and will endeavour to:

- Understand how to appropriately warm up their bodies
- Develop an understanding of basic dance technique
- Consider how music is used to develop the setting and purpose of a dance performance
- Analyse how space and movement within space is used to enhance a dance performance
- Explore and participate in a range of dance styles
- Utilise basic choreographic processes

Students will work in groups to research and analyse a dance performance of their choice, utilising some of the skills listed above and presenting their analysis in a multimedia mode. Students may also choose to further develop dance styles learned in class for taped or live performance.

## Assessment:

Students will be assessed both by the teachers, their peers and themselves in regards to their ability to work in teams and participate fully in the experiences provided. Students will conduct individual and group reflections to determine whether they would like to produce a taped or live dance performance.

In small groups, students will analyse a dance performance of their choice and construct a review based on their understanding and opinion of the style, setting, purpose and use of space. Students may present their review as a written or video blog, wiki-page, iMovie or other multimedia mode of their choice.

## Resources:

Students will be provided with cameras, microphones and video cameras as necessary and will most likely need to make use of the internet to source video of dance performances. Students will have the opportunity to develop their subject specific vocabulary as a regular part of class activities and will subsequently develop a set of appropriate notes/informational material.

## Cost:

Students would be advised to bring their own USB drive so that all work can be stored. Students may also elect to organise an excursion to further pursue a dance style of interest. Excursion costs will be kept to a maximum of \$30 per excursion including activity fees, public transport fees etc.

# MY FITNESS

## Unit Overview

This unit enables students to gain specific knowledge and skills in improving personal health and fitness for sport, including nutrition, training methods and principles and sport psychology. Students will research and plan several field trips which explore resources and activities available in the community. Through this they will develop high level of teamwork, leadership, organisation skills and personal fitness. Students will be required to organise training sessions at a local facility, professional advice, consider nutritional requirements from food, effective choice, use and care of equipment. They will spend a substantial amount of time participating in physical activity in both individual and team activities

## Learning Outcomes:

- Goal setting
- Knowledge of fitness testing and components
- Knowledge of nutritional requirements of an athlete
- Knowledge of training methods and principles
- Improvement in personal fitness
- Event organisation

## Assessment:

As part of the assessment for MY Fitness, students will undertake the following assessment practices:

- Exercise journal
- Writing up of training program/preparation of diet
- Photographic/video folio detailing the experience
- Evaluation of results (fitness, attitudes)
- Participation (peer assessment)
- Final presentation

## Cost:

Students may be required to pay a small cost on a weekly basis to cover public transport and sporting facilities. This is approx. \$50 for the term.

# MY HARMONY

## Unit Overview

Around our world there are a variety of approaches to the pursuit of happiness, good health, nutrition and general wellbeing. In this MYSELF program, students will investigate the history, geography, science and sociology of a range of diverse approaches to these topics. They will have an opportunity to research current practice across local and global approaches to medicine, health, psychology and the maintenance and development of individuals and communities. They will also have a chance to **participate in a range of these activities** after they have researched and sourced the information and experts. Below is a list of topics that will shape the course:

Meditation Practices  
Yoga, Pilates, and Tai Chi  
Creating harmonious relationships  
Dealing with conflict and anxiety  
Nutrition – balance, vegetarianism, veganism  
Allergies and their prevalence in society  
Inner and outer beauty  
Using natural products for skin care

Massage  
Aromatherapy  
Naturopathy  
Acupuncture  
Herbs and their use in medicine  
Chinese Medicine and other alternative medicines  
Spirituality, religions around the world  
Organic food

Motivational speakers and leaders in the community  
The Dalai Lama and others seeking harmony in the community  
Multicultural approaches to happiness around the globe  
An exploration of what makes people happy  
Life stages  
Sustainability

## Learning Outcomes:

- Students will be exposed to a range of texts and media in this unit and will then translate their understanding through the production of a report for a different audience.
- They will be encouraged to diversify their IT skills in the production and maintenance of a class WIKI and they will use this as a base to present to their peers and the wider community on their findings.
- Regular reflections will be used in the course in addition to Multiple Intelligences investigation and application.

## Assessment:

Students will keep a learning portfolio recording their experiences and completing a variety of tasks as determined by the teacher. They will also complete a more detailed research project into an area of interest. Student will be required to make contact with a variety of health providers, developing their communication and organisational skills.

## Resources:

Students will be required to use a range of resources from the library and Internet to facilitate their research. They will also use school phones to arrange visits to and from various health care providers.

## Cost:

The cost of this unit will be around \$50 - 80 for the term depending on the activities the students organise. We will contact and organise visits from a range of providers (e.g. invite a yoga teacher for a session) and have at least two excursions to destinations determined by the group. Students will require a MYKI card to cover the cost of public transport required for the excursions.

# MY URBAN ART

## Unit Overview

My Urban art will provide students with the opportunity to develop their creative and expressive capacities by learning about the different practices, materials and techniques within the Urban Art world. Students will create visual art works to communicate, challenge and express their own and others' ideas. By drawing on the world, specifically the Melbourne urban art culture, as a source of inspiration. Students will develop conceptual understanding and engage in Critical and creative thinking throughout the unit. Students will develop a sophisticated understanding of practical skills required within the method/s of Street Art through the trialling and testing of a variety of professional techniques and materials.

## Learning Outcomes

Students will work both independently and collaboratively to create a visual folio that will address the following aspects. Students will develop:

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships. (Personal & Social Capabilities)
- work effectively in teams and develop strategies to manage challenging situations constructively. (Personal & Social Capabilities)

## Visual Folio

Throughout My Urban Art students will be working independently to build a visual folio that illustrates the trial and testing of a variety of Street Art techniques, concept development and final artworks. Students will also be working collaboratively on a large final artwork. This artwork will be framed and displayed at DSC. Street Art techniques covered during the unit include Paste ups, Stencils, Spray paint, Acrylic painting.

## Resources

Students will need their own A4 visual diary, MYKI, School printing credit. This unit relies on the support of the Arts and Technology equipment and materials to supplement materials bought with the subject cost.

## Cost

\$40 per student.

# MY MAGAZINE

## Unit Overview:

Ever wondered what it takes to put a magazine together? What do you write about? How do you arrange interviews and photo shoots? How do you design the layout of the magazine? *My Magazine* will suit those who like creative writing and journalism, photography, graphic design, media, sales and marketing. In this course, you will have the chance to explore the multiple facets of journalism. You will be able to write and report on areas including sports, fashion, arts, literature and entertainment to name but a few; the choice is yours. Students will also have the opportunity to organise excursions. A key component of the unit is the ability to work effectively and cooperatively as part of a team and confidently work to a deadline, to produce a magazine with a specific audience in mind.

## Learning Outcomes:

- Understand the inner workings of magazine publication
- Analyse and research current magazines with regards to journalism, photography, layout, design and advertising
- Produce a full colour lifestyle magazine with a specific audience in mind
- Develop skills in marketing, promotions and advertising
- Work to deadlines to ultimately produce a magazine

## Assessment:

- Collaboration/team work
- Time management
- Current magazine analysis
- Final piece/product
- Self assessment and peer assessment

## Resources:

- Internet
- Expert/ industry knowledge

## Cost:

Students will be responsible for all printing costs which can be done at the College for \$1 per colour page. There may also be other small costs associated with excursions.

# MY DUKE OF EDINBURGH

**N.B: Unlike other Myself units, the Duke of Edinburgh is a semester based subject.**

## **Unit Outline**

The Duke of Edinburgh is an internationally recognised program for young people, building their skills to equip them for life and work. They will experience a range of activities and work in a team to complete tasks. Students will complete the bronze award. The Award equips young people for life and work, whether it is through unique activities, meeting new people or exploring an unfamiliar environment. Students are responsible for their development and setting their Award goals. Students will be required to complete the following modules...

- Service: Volunteering time to assist others or their community.
- Physical Recreation: Improving fitness and discovering new sports or active recreational activity.
- Skills: Undertake a new interest or hobby or extending on a current one.
- Adventurous Journey: This is the only section of The Award required to be undertaken in a group. Undertaking a journey in an unfamiliar environment is about creating opportunities for team building through shared planning, role allocation, problem solving and accommodating physical and personality differences.

Through the Duke of Edinburgh, young people, schools and community organisations develop networks of relationships while achieving shared goals. Students must be responsible for their own learning in parts of the award. The program also encourages communities to support and recognise young people's participation and positive role in society.

Duke of Edinburgh gives young people a chance to do something great in their community based on modules of their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community.

## **Learning Outcomes:**

- Goal setting and Evaluation/Reflection
- Experience planning week to week activities to implement in their community.
- Event organisation
- Basic camping skills (packing, meal planning, activity organisation)
- Learning a new physical recreation activity
- Learning a new skill e.g. CPR/ First Aid Qualification
- Volunteering in the local community

## **Assessment:**

- Reflection journal via an online record book.
- Participation in all activities; including peer and self-assessment.
- Completion of service, physical recreation, skill and adventurous journey modules.
- Celebration presentation

## **Cost:**

Students are required to pay \$180 for the semester (two terms) as this will cover most of the activities that will be undertaken. The program is partially funded by the Victorian Government. Students will also need to have a topped up Myki for transport to and from excursions.