OUR SCHOOL MISSION

Excellence Respect Inclusion Creativity Critical Thinking Global Citizenship

The college nurtures positive, respectful relationships between students, staff, parents and the broader community. This approach ensures that individual integrity and dignity remain intact at all times.

The college promotes a learning community atmosphere that enables students to experiment, take risks, make mistakes, achieve and excel with their learning in a safe and supportive environment.

All Staff work together as a professional learning community to ensure the best outcomes for all students. Evidence-based practice, differentiation and a high level of personal and system accountability are paramount.

OUR SCHOOL PHILOSOPHY

Officer Secondary College’s philosophy is centred on learning and relationships and is reflected in our motto ‘Learning Together; Learning to Lead; Together we Inspire’

- We believe learning is maximized when it takes place in an environment enriched with high expectations, personalisation, challenge, inclusion and support.

- We promote and celebrate the pursuit of lifelong learning and are committed to nurturing the ‘whole’ person. We recognize the importance of equipping our students with the social and emotional skills that will enable them to compete on the world stage. Building high self-esteem, learning confidence and respect for others are central to this.

- We believe that all students can learn, be critical thinkers and independent learners through personalized learning, personal endeavor and commitment.

- We recognize and value the uniqueness and potential of each individual. A diverse curriculum, varied teaching styles, diverse learning environments and an extensive array of opportunities are available to all students.

- We encourage and cultivate independent thought and promote the building of character. This enables students to contribute in their communities in a meaningful and positive way.
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<td>19</td>
<td>Year 9 Elective Study Areas-English</td>
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<td>20-21</td>
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</tr>
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<td>22-24</td>
<td>Year 9 Elective Study Areas-Performing Arts</td>
</tr>
<tr>
<td>25-27</td>
<td>Year 9 Elective Study Areas-Visual Arts</td>
</tr>
<tr>
<td>28-29</td>
<td>Year 9 Elective Study Areas-Technology-Food</td>
</tr>
<tr>
<td>30-32</td>
<td>Year 9 Elective Study Areas-Materials and Engineering</td>
</tr>
<tr>
<td>33</td>
<td>Year 9 Elective Study Areas: Technology Digital</td>
</tr>
<tr>
<td>34-38</td>
<td>Year 9 Elective Study Areas-Health and Physical Education</td>
</tr>
<tr>
<td>39-43</td>
<td>Sample Course Selection Form</td>
</tr>
</tbody>
</table>
Dear Parents and Students

You and your child are embarking on a very exciting part of your educational journey at Officer Secondary College, thinking about the future and ready to begin the exciting process of selecting a range of subjects in a variety of learning areas. This process will ask you to carefully reflect upon your child’s areas of strength and interest and help them to select a well-rounded program. We believe that the electives offered are engaging, academically rigorous and designed to prepare your child for their future pathways.

The purpose of this handbook is to provide information to parents and students about the various Year 9 Core and Elective subjects available at Officer Secondary College in 2018.

The Officer Secondary College curriculum framework is based on the principles of personalised learning, deep learning and high expectations in all areas. They are underpinned by our team teaching framework, explicit instruction and collaborative learning model. The curriculum offered provides students with opportunities to develop the requisite skills to become future-ready; to be critical and creative thinkers, to have a well attuned sense of their place as local, national and global citizens, and to be reflective learners who take responsibility for their learning. They will be equipped with the skills and knowledge to access advanced curriculum to a high level.

In Year 9, Officer Secondary College offers students the opportunity to select from an extensive Elective Program. Students are encouraged to explore their learning capabilities, deepen their understanding of the world and further develop fundamental knowledge and skills through the selection of subjects.

It is recommended that students during Year 9, think of this year as a time to explore a variety of subjects and discipline areas. They will select a range of electives that develop the knowledge necessary to make informed decisions about their future senior studies and the pathways that they may wish to pursue.

They should give particular thought to:

- Interests and abilities
- Future studies in the senior years
- Tertiary courses
- Career intentions
- Leisure and hobbies

Please read carefully all the information and instructions in this handbook before completing the Official Subject Selection Sheet.

Please do not hesitate to contact the college if you have any questions or concerns about this process.

Finally, a thought for you and your child to consider:

“A person should set his goals as early as he can and devote all his energy and talent to getting there. With enough effort, he may achieve it. Or he may find something that is even more rewarding. But in the end, no matter what the outcome, he will know he has been alive.” - Walt Disney

Michaela Cole
Principal
College Structure for 2019-2020

**LEADERSHIP TEAM**

Principal: Mrs Michaela Cole
Assistant Principal - Curriculum: Mrs Elizabeth Godwin
Assistant Principal - Teaching and Learning: Mr Lachlan Yeates
Assistant Principal - Learning Culture: Mr Hamish Moffett

**CURRICULUM LEADER**

Curriculum Leader Years 7-9: Mrs Brianna Bastin
Curriculum Leader Years 10-12: Ms Krysten Andrews

**SUB SCHOOL LEADERS**

Perkins and Chisholm: Mr Marc Fleming
Florey and MacKillop: Mrs Natasha Glaister
Monash and Paterson: Mr Beau Rawlyk

**LEARNING COMMUNITY LEADERS**

Perkins: Mr Broady Kata
Chisholm: Mr Rhyland Legg
Florey: Mr Willem Louw
MacKillop: Mrs Rhiannon Mann
Monash: Ms Tracey Collie
Paterson: Mr Steven Tjepkema
Curriculum Structure
Years 7 and 8

In Years 7 and 8, our focus is to meet the diverse educational needs of our students by improving their outcomes in a stimulating, supportive and enjoyable learning environment. Officer Secondary College prides itself on offering a comprehensive curriculum which includes all the key disciplines.

Students study both full year and semester length subjects to give them variety and experiences to draw from to help them plan their future pathways. We believe that to access future studies to a high level, there must be skills and knowledge in the disciplines of English, Mathematics, Science and Humanities. In addition, the students experience a range of specialist programs in Technology, the Arts, Health & PE and LOTE (Chinese) which will assist them in making elective choices in Year 9.

In addition to the core programs, all Year 7 and 8 students participate in CARS & STARS, a comprehensive differentiated literacy program which caters for each student's individual needs.

In 2019, our High Achievers Program (HAP) will be available to selected students. Officer Secondary College has a rigorous approach to the selection of HAP candidates and the program is designed to maximize the opportunity for academically talented students to excel in their studies. We believe that a student’s pathway through the college should be targeted at the student’s individual strengths. This class provides opportunity for curriculum to be delivered at a faster pace, with greater application activities to deepen their learning goal and allow this group of students to work ahead of their year level. Applications will open late July.

<table>
<thead>
<tr>
<th>Year 7 Subjects</th>
<th>Year 8 Subjects</th>
<th>Number of lessons per 2 week cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Year Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy - CAMS and STAMS</td>
<td>Numeracy - CAMS and STAMS</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Health and PE</td>
<td>Health and PE</td>
<td>5</td>
</tr>
<tr>
<td>LOTE - Chinese</td>
<td>LOTE - Chinese</td>
<td>4</td>
</tr>
<tr>
<td>Sport</td>
<td>Sport</td>
<td>2</td>
</tr>
<tr>
<td>Learning to Learn/Intervention</td>
<td>Learning to Learn/Intervention</td>
<td>2 (40 mins sessions)</td>
</tr>
<tr>
<td>(Literacy - CARS &amp; STARS)</td>
<td>(Literacy - CARS &amp; STARS)</td>
<td>2 (25 min sessions)</td>
</tr>
<tr>
<td><strong>Year 7 HAP student ONLY - Music</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will undertake studies in STEM from 2019.

<table>
<thead>
<tr>
<th>Semester Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
</tr>
<tr>
<td>Materials Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Performing Arts</td>
</tr>
</tbody>
</table>

In 2019 all Year 7 students will undertake a study in ICT. All students in Years 7-9 will undertake studies in coding and robotics as part of their core studies.
Curriculum Structure
Year 9

To ensure that all students maintain a balanced curriculum, where each student is exposed to a breadth of subjects, the following course outline has been developed to provide a pathway through to the later years of Secondary Education:

In 2019:

1. Every student in Year 9 is required to study the core subjects: Mathematics, English, Science and Humanities for the full year. Students will also select two elective options for Health and Physical Education for a full year program.

2. Students who would like to continue their study of LOTE-Chinese must select LOTE for the full year at Year 9. These students will be granted some additional flexibility in selection of elective studies.

3. Every student is required to study at least ONE elective from the following areas:
   - Performing Arts
   - Visual Arts
   - Technology-Food
   - Technology- Materials or Engineering
   - Health and Physical Education (Option 1)
   - Health and Physical Education (Option 2)

4. Each student has a choice of two free electives. These electives can be chosen from the Key Learning Area of the student’s choice. In 2019, Year 9 students successfully placed into the HAP (High Achievers Program) will complete HAP English, Mathematics, Science and Humanities. For remaining classes, students will be combined with the whole Year 9 cohort.

### Year 9 Subjects

<table>
<thead>
<tr>
<th>Year 9 Subjects</th>
<th>Number of lessons per 2 week cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Year Subjects</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Humanities</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>LOTE – Chinese (optional)</td>
<td>4</td>
</tr>
<tr>
<td>Intervention Learning to Learn</td>
<td>2 (40 mins sessions) 2 (25 min sessions)</td>
</tr>
<tr>
<td><strong>Semester Subjects - Elective Choice Area</strong></td>
<td></td>
</tr>
<tr>
<td>Health and PE (option 1)</td>
<td>4</td>
</tr>
<tr>
<td>Health and PE (option 2)</td>
<td>4</td>
</tr>
<tr>
<td>Food Technology</td>
<td>4</td>
</tr>
<tr>
<td>Materials Technology</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td>Free Choice 1</td>
<td>4</td>
</tr>
<tr>
<td>Free Choice 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Learning Together: Learning to Lead. Together we Inspire
Units of Study Offered at Year 9 in 2019

The Compulsory Units Offered at Year 9 Include:
- English
- Humanities
- Science
- Mathematics

Optional -LOTE study for full year.
- LOTE-Chinese (student choice to continue)

The Elective Units offered include:
- Performing Arts
  - Drama
  - Dance
  - Music
- Visual Arts
  - Media Art-Digital Film and Photography
  - Studio Art
  - Visual Communication Design
- Technology-Food
  - Make, Bake and Decorate
  - Fast Food v Healthy Foods
- Technology- Materials or Engineering
  - Introduction to Electronics
  - Metal Technology
  - Wood Technology
- Technology- Digital
  - ICT Ready
- Health and Physical Education
  - Mind, Body and Spirit
  - Lifelong Sport
  - Competitive Sports
  - Sporting Excellence
  - Outdoor Recreation
- English
  - Introduction to Literature
- Science/Mathematics
  - STEM-Robotics
- Science
  - Forensic Science
The Victorian Curriculum Foundation–10 (F–10) is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The following table provides an overview of the Learning Areas and Key Capabilities incorporated in the Victorian Curriculum.

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have flexibility in the design of their teaching and learning program. Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated curriculum is delivered. (http://victoriancurriculum.vcaa.vic.edu.au/)

At Officer Secondary College in 2019, the Victorian Curriculum will be implemented in all subject areas from Years 7 to 10. The curriculum is designed to be completed over a two-year sequence with learning areas and capabilities assessed over a two year period.

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td><strong>Critical and Creative Thinking</strong></td>
</tr>
<tr>
<td>• Dance</td>
<td><strong>Ethical</strong></td>
</tr>
<tr>
<td>• Drama</td>
<td><strong>Intercultural</strong></td>
</tr>
<tr>
<td>• Media Arts</td>
<td><strong>Personal and Social</strong></td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td>• Visual Arts</td>
<td></td>
</tr>
<tr>
<td>• Visual Communication Design</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>• Civics and Citizenship</td>
<td></td>
</tr>
<tr>
<td>• Economics and Business</td>
<td></td>
</tr>
<tr>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td>• History</td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>• Design and Technologies</td>
<td></td>
</tr>
<tr>
<td>• Digital Technologies</td>
<td></td>
</tr>
</tbody>
</table>
Compass

The College uses the online COMPASS management system. Students and Parents are able to access COMPASS to view the following:

- Subject overview
- Week to week assessment
- Assessment tasks
- Homework tasks
- Graded assessment
- Subject learning resources
- Reports

BYOD Program

The College Managed Bring Your Own Device (BYOD) program provides students with a one to one device essential for the development of 21st century skills as well as providing students with unlimited access to subject learning resources. The use of a digital device is essential for there to be deep learning and provides a platform to ensure that there is equitable access for all. The Managed BYOD program means that all students have a device that the school’s ICT infrastructure can support. The specifications are carefully considered so that all students can access programs and tools necessary for their ongoing learning. All students must purchase a school approved device through our provider, Edunet.

Homework

Homework is essential for steady progress in all subject areas and overall academic performance. Students need a quiet time set aside to review lessons, practise skills and work on projects or assignments. Where specific homework tasks have not been set for a class, students should be reviewing subject material, complete reading and maintain an understanding and knowledge of key world issues.

The College recommends that students complete the following amount of time on homework each week, which will provide most students with adequate study time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>5-6 hours</td>
</tr>
<tr>
<td>Year 8</td>
<td>6-7 hours</td>
</tr>
<tr>
<td>Year 9</td>
<td>7-8 hours</td>
</tr>
</tbody>
</table>

The College also offers a homework club each Wednesday between 2:30pm to 3:10pm in room H01. During this time students can seek additional assistance and support with subject work.

Each lunchtime there is a teacher - supervised ‘study’ duty that encourages students to seek further opportunities to complete homework or access assistance.
Accelerated Pathways

Officer Secondary College provides a range of opportunities for academic enrichment. Our curriculum allows for a personalised program designed to cater for individual needs. Teachers differentiate lessons so that opportunities for academic enrichment occur in the majority of the learning activities. However, the College also offers a range of activities designed to develop the individual talents of each student.

As part of our enrichment program, the College offers opportunities to work with like-minded peers to explore topics at a deeper level by becoming involved in interest-based projects. Included in these projects are opportunities to be involved in the Australian Maths and Science competitions. Special projects linked to deep learning program provide additional opportunities for students to apply their learning to specific projects.

Students who are several years ahead of their peers in different academic areas are catered for individually and every effort is made to accelerate their learning and provide them with the academic challenges they need to extend their talents.

At Officer Secondary College, we aim to develop the belief that learning success is the result of effort and persistence, not only natural talent.

Merit System—Academic Enrichment

At Officer Secondary College students are also offered the opportunity to become involved in a range of additional programs to enhance their learning experience. These programs are designed to extend their learning by providing additional enrichment activities. Students who display excellence and diligence in their studies will be offered an opportunity to enrich their educational experience by choosing to complete Merit tasks. These tasks encourage academic excellence, enrichment and compliment the teaching programs offered at the college.

An Excellence Merit can be achieved by completing a given task to a very high standard that demonstrates excellence in the Key Learning Area. This type of Merit is designed to challenge gifted or highly motivated students to achieve outstanding academic performance.

An Encouragement Merit can be achieved by a student for persistent and improved performance in completing an academic task. Students offered this award need to demonstrate outstanding effort and performance in a set task in any of the Key Learning Areas.
Assessment and Reporting

Assessment and Reporting of a student’s academic progress reflects the aims and objectives of the College and is completed on a regular basis.

Every five weeks each student at the College receives a Grade Point Average (GPA). The GPA is a measure of each student’s learning behaviours and is an attributed score out of 4. The score is representative of how the student has applied themselves across all of their subjects over the past 5 week cycle. Positive examples of these learning behaviours should lead students to succeeding at the highest level.

At the end of Terms 1 and 3, Parent/Student/Teacher Conferences are held. These provide an opportunity for parents to discuss their child’s performance with each of their teachers. It is a great opportunity to discuss any concerns about your child’s academic performance and/or interaction in the classroom with their peers. Families are encouraged to attend these conferences and appointment times can be arranged via COMPASS.

At the end of Terms 2 and 4, Parents receive a progress report via COMPASS from each subject teacher. Each report provides a detailed summary of a student’s academic performance, assessment tasks, performance in key skill areas and provides an outline of academic achievement and areas for improvement.
## 2018 KEY DATES

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>24th July</td>
<td>Year 9/10 Information Evening</td>
</tr>
<tr>
<td>Monday</td>
<td>13th August</td>
<td>Submission of Course Selection forms commences</td>
</tr>
<tr>
<td>Monday</td>
<td>13th August</td>
<td>Application Form for Sporting Excellence course due</td>
</tr>
<tr>
<td>Friday</td>
<td>17th August</td>
<td>Last Day for submission of Course Selection Forms</td>
</tr>
<tr>
<td>Thursday</td>
<td>11th October</td>
<td>Notification to students of course allocation</td>
</tr>
<tr>
<td>Monday</td>
<td>15th to 19th October</td>
<td>Appeal Process Week for Subject choices</td>
</tr>
<tr>
<td>Monday</td>
<td>19th November</td>
<td>Head start commences</td>
</tr>
<tr>
<td>Monday</td>
<td>10th December</td>
<td>Head start concludes</td>
</tr>
</tbody>
</table>

## PROCESS

### Core and Elective Studies for Year 9

Students undertake, during Years 7 to 9, a range of subjects which are aimed at providing all students with the knowledge to make informed choices for the Later Years. In Year 9, we expect students to starting thinking about their post-secondary school options.

Please read the course guide carefully for the choices available for 2019. All Prescribed and Elective Studies for Year 9 in 2019 are described in this Guide. In Year 9, each student will study 4 Core Full Year subjects in English, Humanities, Science and Mathematics. Students will also study 8 Semester Length Elective Units during the year (two of those electives will be in the area of Health and Physical Education).

Note: If you study LOTE, you must select LOTE-Chinese for a full year. These students will be granted some additional flexibility in their selection of elective courses.

It is most important that you read the Elective Unit Descriptions, understand what is involved in all of the units that you wish to select, and think carefully before making your selection.

Students MUST select from the Elective Units listed on the form provided.

**Important - Please Note:**

Please ensure that you submit the required selections by the due dates so that your choices can be considered.
Year 9 VET

Certificate I in Employment Pathways

AIM:
The Certificate I in Employment Pathways provides a focus on orientation to work options and pathways to further specific vocational education and training. The purpose of this course is to enable learners to develop skills and knowledge to improve their employability and work readiness and to assist them to re-engage with learning. A significant number of learners require a course that re-engages them in vocational learning through the further development of generic and employability skills in order to facilitate a pathway to higher level qualifications. Educational outcomes and pathways may also include direct entry to employment.

LEARNER OUTCOMES:
- Gaining work experience leading to employment
- Employment
- Volunteer work
- Further study
- Self-development
- Transitioning into pre-apprenticeship, apprenticeship and traineeship training such as:
  - Building
  - Electrical
  - Plumbing
  - Automotive
  - Transport

UNITS OF STUDY MAY INCLUDE:
- Develop personal effectiveness
- Prepare for employment
- Develop an action plan for career planning
- Participate in job seeking activities
- Participate in practical placement with support
- Structured Workplace Learning

PATHWAYS:
- Pathways into Certificate II in Community Services and Certificate III in Children’s Services
- Certificate II industry qualifications (pre-apprenticeships), Certificate III industry qualifications
- VCAL programs.

COST:
This course has an associated fee, please see the separate Fee Schedule handout.
YEAR 9 Core Study Areas

ENGLISH

UNIT DESCRIPTION

ADVANCED AND STANDARD ENGLISH WILL BE OFFERED.

In Term 1 students conduct close reading of a set text. Students will continue to develop an understanding of themes, author views, values, context, voice and style. This unit will consist of a supported reading schedule, in class learning tasks and assessment to develop student organisation skills and positive learning behaviours.

In Term 2 students will actively engage in a persuasive unit. Students will explore a variety of issues and perspectives of arguments in order to further develop their use of persuasive techniques and language. Students will write and present a persuasive oral that clearly states and reinforces a viewpoint on a selected issue. Throughout this unit they will also engage in various language analysis tasks which will culminate in a test.

In Term 3 and 4 students will continue to develop skills in a comparative and creative unit. In this unit of work, a text will be studied in both a written and visual mode. Initially, students will be introduced to structural analytical writing through a series of regular learning tasks before transitioning into a creative unit inspired by themes of the texts studied in the comparative unit. Through their creative writing, students will draw on skills and understandings to make informed and purposeful choices in their writing and develop their own voice and style as an author.

Students who successfully achieve a place in the High Achievers Program will complete the same essential learnings with greater extension built into the course.

ESSENTIAL LEARNING

• Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments
• Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts
• Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

POSSIBLE ASSESSMENT TASKS

• A series of Common Assessment Task’s including extended text responses, tests and oral presentations

COST

• Purchase of Texts
• Stationery as per booklist
COURSE: Standard Mathematics

UNIT DESCRIPTION

ADVANCED AND STANDARD MATHMATICS WILL BE OFFERED.

This course is designed for Year 9 students as it follows on directly from Year 8 Standard Mathematics. It provides instruction in a wide range of general mathematical concepts, with strong focus on the Number and Algebra, Measurement and Geometry, Statistics and Probability strands from the Victorian Curriculum. This course recognises that students may be working towards level 9 from a variety of starting points and that each student presents with different learning styles, study skills and general interests. Major topics of study include Pythagoras’ theorem, algebra, geometry, linear relations, measurement, statistics and probability. Achievement of Year 9 is equivalent to the start of year 10.

ESSENTIAL LEARNING

• To understand number properties and operations, applying a range of strategies that can be applied when working with integers and rational numbers.
• To use variables in algebraic expressions and equations. Identifying and describing relationships and functions while also representing and interpreting them.
• To be able to use units of measurement, measuring instruments, formulas and strategies to estimate and calculate measurement and consider reasonable error.
• To be able to make judgments based on theoretical or experimental probability. Demonstrating how data can be displayed in various ways and analysed to make inferences and generalisations.
• Being able to use geometric conventions to describe, represent, construct and manipulate a range of complex geometric shapes. Mapping conventions can be used to represent location, distance and orientation in maps and plans.

Students who successfully achieve a place in the High Achievers Program will complete the same essential learnings with greater extension built into the course.

POSSIBLE ASSESSMENT TASKS

• Common Assessment Task’s in the format of problem solving and application based tasks
• Homework sheets
• Pre and Post testing for each topic
• Classroom learning tasks with a focus on differentiation across our curriculum
• Semester 1 and 2 Exam
Year 9 Humanities commences with an investigation into Geography and Economics. In Geography, students will investigate natural habitats in a depth study on biomes, and a depth study on how people and the environment are interconnected. Our Economics unit investigates how Australian businesses compete within Australia and globally, and develops personal financial literacy skills with an emphasis on managing credit and limited resources.

We then move into a depth study about Civics and Citizenship that is integrated with a Historical unit on how Australia became a nation. This helps students understand how we can participate as citizens in a multicultural society and how the government influences our lives. We finish the year with an in-depth look at the causes and effects of World War I.

**ESSENTIAL LEARNING**

- To understand how geographical changes in the characteristics of places affect social, environmental, and economic conditions
- To understanding how Australia’s political system allows participation by all citizens and how it enables change through democratic values
- To understand personal financial skills and how Australia’s economy interacts with the Asia region and the global economy to achieve growth and prosperity
- To understand the historical role of industrialisation and colonisation on shaping the modern world

**POSSIBLE ASSESSMENT TASKS**

- Common Assessment Task’s - written assessment tasks throughout the year

**COST**

- Stationery as per normal school stationery list
- Textbook-required on booklist
In Year 9 Science students will continue to develop their science understanding and inquiry skills. They will study ecosystems and the interactions between living and non-living things. They will be introduced to genetics and study how inheritable characteristics can be passed from one generation to the next. They will study atomic structure and the periodic table. Students will explore the relationship between electricity and magnets and how these important technologies have shaped our lives. They will also have the opportunity to consider global phenomena that affect our Earth and its relationship with space.

Students will continue to develop and extend their problem solving and reasoning skills through detailed practical work. They will further strengthen their science communication skills through laboratory reports and written, verbal and visual presentations/projects.

**ESSENTIAL LEARNING**

- To learn the atomic structure and properties of elements and how these are used to organise them in the periodic table
- To learn how global patterns of geological activity and continental movement can be explained.
- To design electric circuits for diverse purposes and to be able to explain how they work using the concepts of voltage and current.
- To learn how the transmission of inheritable characteristic from one generation to the next involves DNA and genes.
- To continue to develop the ability to ask and test questions during a scientific experiment and explore methods to effectively communicate results.

**POSSIBLE ASSESSMENT TASKS**

- Pre and Post assessment for each topic
- Formal laboratory reports
- Research assignment
- Oral Presentation
- Semester 1 and 2 exam

**COST**

- Incursion from Science Discovery Dome $10
- Textbook-required on booklist
- Stationery as per normal school stationery list
UNIT DESCRIPTION

This course will continue developing students’ key skills in learning Chinese: listening, speaking, reading and writing. Students will have a better understanding of Chinese language and culture, be able to apply their knowledge to communicate effectively and will build up a sense of global citizenship. Students will study topics about location, clothing, shopping, making phone calls, eating and weather.

Students completing this course will be eligible for the Victorian Young Leaders to China Program and may participate in a study tour to China, visiting our sister school.

ESSENTIAL LEARNING

- Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences
- Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action
- Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts
- Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning
- Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures
- Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters
- Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication
- Reflect on how language and culture both shape and reflect each other

POSSIBLE ASSESSMENT TASKS

- Pre and post-test of each unit
- Common Assessment Tasks
- Semester 1 and 2 exam

COST

- Textbook and workbook as required on booklist
- Stationery as per normal school stationery list
- Trip(s) to China (optional)
- Possible incursion/excursion – $40
ENGLISH

ELECTIVE COURSE: Introduction to Literature

UNIT DESCRIPTION
This subject is aimed at students who love reading and who have an aptitude for English. Students will focus on reading a text through a number of social and cultural lenses to study how texts portray different groups and ideas in society. Students will write a critical response to the text that interprets the author’s views and values and explores how their own personal values affect their reading of the text. They select an appropriate text form to facilitate their discussion.

In Term 2 the students investigate how worlds are created in texts. Students will consider the set text, as well as other texts they are familiar with, to determine the key components of text words (landscape, important individuals, social groups, political structures etc.). Based on this knowledge students will work collaboratively as a class to design a text world; they will then each be required to write a creative text that takes place in this common world.

Students will go through a professional publishing process to create an anthology of their collected works. Each student will be required to take on a professional role – such as editor, copy editor or designer – to help to produce the class publication.

NOTE: This subject is a prerequisite in order to early access VCE Literature in Year 10.

ESSENTIAL LEARNING
• Comprehend, analyse and interpret the structure, features and conventions of text
• Creating a variety of written texts using the appropriate structure, features and conventions

POSSIBLE ASSESSMENT TASKS
• Comprehensive test answers/text analysis
• Feature articles
• Multimodal narratives
• Essays

COST
• Purchase of Text
• Stationery as per booklist
ELECTIVE COURSE: Robotics

UNIT DESCRIPTION
This unit sees students using a combination of maths, science, technology and engineering skills to explore mathematics and science in real life situations. Students will explore aspects related to the modern use of robots such as the legal and ethical implications of the use of drones. Students will learn different programming platforms such as SCRATCH before applying their knowledge to the EV3 LEGO robotics kit. Students will work extensively in groups to program their robots to complete tasks such as moving around a maze.

ESSENTIAL LEARNING
- To evaluate the issues that may arise from increased use of robotic technology
- To use the engineering design process to design and solve problems
- Program the EV3 robot to use the motor sensors
- Program the EV3 to use more than one sensor to complete complex tasks

POSSIBLE ASSESSMENT TASKS
- Documentation of engineering design process to solve problems
- Programming challenges using SCRATCH
- Programming challenge and documentation using the motor sensors of the EV3

COST
- Stationery as per booklist
ELECTIVE COURSE: Forensic Science

UNIT DESCRIPTION

In this unit students will apply chemical testing skills, interpret data and develop an understanding of how scientific evidence is used to solve a crime. Students will learn the role of a forensic scientist which is to present the objective evidence and opinions that will assist the criminal court with their deliberation process.

After successfully completing this unit, students will be able to:

- Understand what the word forensic means
- Apply chemical testing, interpret data and develop an understanding of how scientific evidence is used to solve crimes
- Identify different scientists who are involved in solving crime
- Collect evidence from a crime scene and carry out experiments in the lab to gather evidence
- Present their findings to a general audience and explain how they solved the crime using scientific evidence.

ESSENTIAL LEARNING

- Crime and disaster scenes – describe the proper approach to crime and disaster scene preservation and interpretation while minimising potential hazards and sources of contamination
- Types of evidence – identify different types of forensic evidences used in crime scene
- Collection of evidence – demonstrate competency and understanding in collection, storage and transportation of different types of evidence
- Analysis of the evidence to solve crimes
- Construct an evidence based argument to solve the crime
- Present data in the format of a scientific report

POSSIBLE ASSESSMENT TASKS

- Solving a Crime Scene
- End of semester examination

COST

- This course has an associated fee, please see the separate Fee Schedule handout
UNIT DESCRIPTION
Dance is expressive movement with purpose and form. Students will learn how to use the body as a tool for expression. They will develop a movement vocabulary and explore ways of moving both individually and collaboratively.

Students will use the elements of dance to explore choreography and performance. Within small groups they will be required to choreograph and perform for an audience. Students will explore and participate in cultural dance. Students will explore and reflect upon dance from many cultures.

Completion of this elective is essential preparation for dance studies at the VCE level.

ESSENTIAL LEARNING
- To use and manipulate the body as an instrument of expression
- To understand and apply the elements of choreography within a variety of works
- To experience and appreciate historical and cultural dances
- To appreciate the art of performance

ASSESSMENT TASKS
- Composition Task
- Performance Task

COST
- This course has an associated fee, please see the separate Fee Schedule handout
- Excursion/Incursion to watch and analyse a professional performance
- Stationery as per school booklist

PLEASE NOTE: To accommodate individual skin types, all students must provide their own make up for individual performances.
Year 9 Elective Study Areas

PERFORMING ARTS

ELECTIVE COURSE: Drama

UNIT DESCRIPTION

Drama is the expression and exploration of cultures and social worlds through role play and play creation. Drama students create meaning as drama makers, performers and audience members. Drama students will be encouraged to reach their creative and expressive potential.

Students will be required to create works both individually and collaboratively, actively using body, gesture, movement voice and language. Students will create, rehearse, perform and respond using the elements and conventions of drama.

Completion of this elective is essential preparation for drama studies at the VCE level.

ESSENTIAL LEARNING

- To reflect and draw upon human experiences as a source of ideas to create drama
- To develop drama skills and apply techniques in a range of styles and contexts
- To express and communicate ideas through drama
- To experience and appreciate historical, cultural and dramatic art forms

POSSIBLE ASSESSMENT TASKS

- Performance Task (e.g Monologue)
- Directing Task

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per normal school list
- Excursion- $50

PLEASE NOTE: To accommodate individual skin types, all students must provide their own make up for individual performances.
Year 9 Elective Study Areas

PERFORMING ARTS

ELECTIVE COURSE: Music

UNIT DESCRIPTION
Year 9 Music focuses on small group performances, where students arrange songs and perform them to an audience. Students will be given the opportunity to create original songs, as well as critically listen to, and understand, a broad variety of music styles. Students will learn the basics on Piano, Guitar and Drums, using them when arranging, composing and performing. Students will use notation conventions when documenting their work. This course is available to students of all musical levels, from beginner to advanced.

ESSENTIAL LEARNING
- To perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices
- To evaluate a range of performances and compositions to inform and refine their own music making
- To improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
- To create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions

POSSIBLE ASSESSMENT TASKS
- Performance
- Compositions and Arrangement
- Listening Folio

COST
- This course has an associated fee, please see the separate Fee Schedule handout
- A music book with manuscript and lined paper, as per the booklist
Year 9 Elective Study Areas

VISUAL ARTS

ELECTIVE COURSE: Studio Art

UNIT DESCRIPTION
In Year 9 Art, students will produce a folio of experimental and finished pieces. Students will continue to develop skills using a range of media, explore different materials and trial many artistic techniques.

Students will be encouraged to embrace and develop their own style in art, to come up with visual ideas that interest them and to celebrate their artistic ideas and abilities. Students will use their visual diaries to record sketches, research and exploration of thought. Students design and create two and three-dimensional artworks and have the opportunity to create a student lead folio of work taking steps through the design process to complete a finished artwork. Students will display and exhibit their works.

Students will study the work of a range of artists, explore virtual galleries and look at the inspiration and viewpoints of the artists. Students will develop an understanding of how other artists build their visual practices. Students analyse and evaluate their own work and the work of other artists.

ESSENTIAL LEARNING
- To design and create visual artworks using student lead ideas by manipulating art elements
- To present and exhibit their artwork to different audiences for specific purposes
- To adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic
- To reflect on learnings, successes and future changes

POSSIBLE ASSESSMENT TASKS
- To design, create and evaluate an artwork based on a student lead idea
- To create a mini portfolio experiment with a variety of techniques and media
- To analyse and interpret artworks to explore the different forms of expression, intention and viewpoints of artists and how they are viewed by audiences.
- Observational drawing and rendering task
- To select and use techniques, technologies and processes to explore personal expression of a theme, concept or subject matter
- To select, test and experiment with materials, techniques, technologies and process to express ideas in multiple forms of expression.

COST
- This course has an associated fee, please see the separate Fee Schedule handout
- Excursion cost to Art Gallery
- Stationery as per school booklist;
  - 1 x A3 visual diary
VISUAL ARTS

ELECTIVE COURSE: Visual Communication Design

UNIT DESCRIPTION

Visual Communication is about communicating ideas and information through the use of drawing practices, design elements and principles using a variety of skills, techniques and processes.

In this subject, you will explore the process of creating visuals which may include designing posters, logos, packaging or products. You will have the opportunity to develop skills in drawing techniques and the design process. Following a brief which identifies a specific audience, you will design, create and present your visual communications to meet the brief. You will explore a few simple rules that can then be used to design imaginative visual works. In addition, you will also work through a number of steps to solve design problems and develop and present the best options. You will have the opportunity to develop skills in drawing techniques and the design process. Furthermore, you will learn about and explore traditional and contemporary practices involved in the making of visual communication designs.

ESSENTIAL LEARNING

- To design and create visual artworks that respond to a specific brief
- To produce technical and rendered drawings using technical drawing equipment
- To adapt ideas and practices from selected designers and use them to inform your own use of aesthetics when producing a range of visual communications
- To refine your personal aesthetic through your development of knowledge, understanding and skills in making and responding to visual communications
- To reflect on the contribution of visual communication designers to various historical and cultural design movements

POSSIBLE ASSESSMENT TASKS

- To create a visual design following a brief with a specific audience
- To produce a series of drawings, including both technical drawings and rendered hand drawings
- To write an analysis of own your work and work of designers

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per booklist
- Possible excursion cost for Art Gallery Exhibition
  - 1 x A3 visual diary
Year 9 Elective Study Areas

VISUAL ARTS

ELECTIVE COURSE: Media

UNIT DESCRIPTION

Student of Year 9 Media will be learning about the theory and practical aspects of photography and filmmaking. In Media Arts, students create visual representations that communicate, challenge and express their own and others’ ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

ESSENTIAL LEARNING

- Students experience media arts from a range of cultures, times and locations
- To analyse the way in which audiences make meaning and how audiences interact with and share media artworks
- To use media technologies, they extend the use of media elements such as time, space, sound, movement and lighting
- To refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions
- Students develop an understanding of their roles as artists and audiences as they engage with diverse media artworks

POSSIBLE ASSESSMENT TASKS

- Annotated Photography Portfolio
- Short film (with pre-production notes and v/o commentary)

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per normal stationery list
TECHNOLOGY - FOOD

ELECTIVE COURSE: Fast Food vs Healthy Food

UNIT DESCRIPTION
In this unit, students will investigate whether fast foods can be healthy. They will compare the nutritional content of fast foods and similar healthy food products. They will design a range of healthy fast food products and modify a recipe to reduce the fat content. They will develop and plan recipes.

ESSENTIAL LEARNINGS
- The Six Nutrients
- Modification of recipes
- Nutritional needs for different ages
- How fast foods affect communities on an individual / local, national, regional and global level
- Advertising of fast foods and how this influences choice

POSSIBLE ASSESSMENT TASKS
- Design your own gourmet pie
- Design your own super food smoothie
- Change an unhealthy recipe to make it healthier
- Design and develop original soup recipes using vegetables from the garden
- Design and develop “tear and share” bread

COST:
- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per school booklist
UNIT DESCRIPTION
In this unit, students will investigate baking techniques and methods of food presentation. They will participate in decoration and garnish workshops and learn more about food presentation. Students will design and decorate their own products according to design briefs.

ESSENTIAL LEARNINGS
- Food styling, garnishing and presentation
- Food styling workshop
- Growing and identifying herbs to use as garnishes
- Decorating with chocolate/ piping techniques
- Food photography

POSSIBLE ASSESSMENT TASKS
- Food calendar task/ using ICT to present work
- Evaluation of cooked products using criteria that relates to the design brief
- Ethical Issues: Exploring Copyright in Food Technology

COST:
- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per school booklist
UNIT DESCRIPTION

Students will learn how current flows around a circuit through software simulation and produce the circuit they have just designed. Students will make an LED picture that will light the darkest room. They will then build on previous skills to produce a steady hand game for the whole family to enjoy. All work is extra low voltage 32 Volts DC.

Students will draw on knowledge from previous Technology subjects, producing their own assessment criteria according to their design brief constraints and considerations and evaluation of their project. An introduction to micro controllers may also be available via PICAXE to extend noted students. Students will also be able to recognise and apply electrical theory which is key for future electrical, electronic and engineering pathways.

ESSENTIAL LEARNING

• Workshop safety
• Basic Multi meter use (fault finding)
• Production to basic circuit diagrams
• Series and parallel circuits
• Soldering

POSSIBLE ASSESSMENT TASKS

• Pre and Post tests
• Common Assessment Task- 1 LED picture
• Common Assessment Task- 2 Steady hand game
• Circuit simulation
• Electrical theory

COST

• This course has an associated fee, please see the separate Fee Schedule handout
• Stationery and textbook as per booklist
UNIT DESCRIPTION

Students will work with mild steel sheet and flat bar to produce their projects. They will gain skills in the use of metal working equipment such as a Pan Brake folder, Guillotine, pedestal drill, Forming tools and MIG welding.

Students will draw on knowledge from previous Technology subjects, producing their own assessment criteria according to their design brief constraints and considerations and evaluation of their project. Students will work to tolerances of +/− 1 mm and assemble components according to their design brief and working drawings.

ESSENTIAL LEARNING

- Safe work practices
- Interpreting working drawings
- Spot welding with a MIG
- Guillotine and folder use
- Marking out

POSSIBLE ASSESSMENT TASKS

- Pre and Post Tests
- Metals theory
- Safe tool and equipment use
- Correct interpretation of Design Brief and evaluation criteria
- Common Assessment Task 1 Wrought iron project
- Common Assessment Task 2 Open tool box

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per booklist
ELECTIVE COURSE: Materials Wood

UNIT DESCRIPTION

Students will manufacture wood work projects such as a fold up camp chair and a timber battery operated clock that have a number of components via a design brief and their own work plan. These components are made to working drawings to specific requirements and purpose. The projects involved will give opportunity to personalise work by adding design features and a depth of creativity. In this unit we introduce new machinery and techniques to further enhance their skill set through wood turning and wood bending. This unit will also introduce the use of more specific power tools for working with timber.

ESSENTIAL LEARNING

- Workshop safety
- Timber joining techniques
- Wood bending
- Design brief comprehension
- Production to working drawings

POSSIBLE ASSESSMENT TASKS

- Pre and Post tests
- Common Assessment Task 1 Fold up camp chair
- Common Assessment Task 2 Timber finish clock
- Power tool competency

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Stationery as per school booklist
ICT has increasing importance within the school curriculum. Not only does it support teaching and learning within other curriculum subjects, but it is a discipline of study in its own right.

Throughout the course, students will develop skills, knowledge and understanding regarding the use of ICT and prepare them to use it in their everyday and working lives. Students will learn and develop skills to access, share, analyse and present information gained from a variety of sources and in many different ways. Students will learn to select appropriate ICT tools for research, modelling, publishing, decision-making and problem solving, and assess the validity and appropriateness of these tools. They will share ideas with others through a range of electronic media and discuss appropriate ethical and social behaviours for users of ICT.

Students will work both collaboratively and independently when working on tasks and towards success criteria’s. As such, the role of ICT as a discipline is not only to enhance the learning experiences of pupils but also to help them develop the skills essential to participate effectively, both now and in the future.

**ESSENTIAL LEARNING**

- Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness
- Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account
- Investigate how data is transmitted and secured in wired, wireless and mobile networks

**POSSIBLE ASSESSMENT TASKS**

- Create a web page using web design sites or programs on a topic of choice
- Manipulate and create media using a variety of authoring software and web 2.0 tools
- Create a video game/animated video using appropriate software

**COST**

Equipment: Functional laptop every lesson, mouse, notepad, pen/s
Year 9 Elective Study Areas

HEALTH AND PHYSICAL EDUCATION

ELECTIVE COURSE: Competitive Sports

UNIT DESCRIPTION

Throughout this unit students will participate in a variety of organised sports. They will be required to transfer their knowledge and skills from other sports to enhance their performance in new sports. Students will be required to develop their own game and teach and run a competition in this new game/sport. Students will be able to reflect on the development and facilitation phases, paying respect to the organisation involved in sports behind the scenes.

ESSENTIAL LEARNING

- Refinement of movement skills and knowledge in increasingly more challenging movement situations
- Transferal of knowledge from previous movement experiences
- Analyse and reflect on individual and team performance
- Evaluate factors that impact the individual within game play

POSSIBLE ASSESSMENT TASKS

- Development and facilitation of a new game
- Research Project

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Excursion $40
- Stationery as per booklist
Year 9 Elective Study Areas

HEALTH AND PHYSICAL EDUCATION

ELECTIVE COURSE: Lifelong Sports

UNIT DESCRIPTION
Sport for life long enjoyment is a semester long investigation into sports and games that individuals can participate in throughout their lives. Games and activities include bocce, croquet, lawn bowls and examining the benefits of just simply walking. The class looks at sport through a social and creative lens with a heavy emphasis on enjoyment and respect. Students will create new strategies for old games, learn how to self-referee and enjoy being part of an environment that believes that respectful, friendly and fun competition is what sport is all about. Students will analyse the lifespan and factors that impact participation in physical activity.

ESSENTIAL LEARNING
- Valuing physical activity as part of our everyday lives
- Learning how to modify games and sports for different purposes
- Participating in a variety of games/sports
- Looking at sport through a creative and social lens

POSSIBLE ASSESSMENT TASKS
- Analysis of the National Physical Activity Guidelines and factors that influence participation in physical activity across the lifespan
- Participation in a range of sports and activities suitable to all age and ability levels
- Running a sports class at Bridgewood Primary School

COST
- This course has an associated fee, please see the separate Fee Schedule handout
- Excursion to footgolf - $30
- Stationery as per booklist
Year 9 Elective Study Areas

HEALTH AND PHYSICAL EDUCATION

ELECTIVE COURSE: Mind, Body and Spirit

UNIT DESCRIPTION

Mind, Body and Spirit focuses on the development of the individual—physically, socially and emotionally. Students will participate in more alternate modes of physical activity including but not limited to Qigong, Yoga, Pilates, Meditation, and Tai Chi. Students will learn to value the significance of the mind and the influence it can have over the body and spirit. They will focus on learning movement patterns that are controlled with breath energy, deep regular breathing and controlled sustained movement. Students will explore the power of superfoods and the influences of fast food on the body.

ESSENTIAL LEARNING

- Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

POSSIBLE ASSESSMENT TASKS

- Superfoods Research Assignment
- Practical assessment of one of the movement disciplines learnt

COST

- This course has an associated fee, please see the separate Fee Schedule handout
- Excursion/incursion for workshop $40
- Stationery as per booklist
HEALTH AND PHYSICAL EDUCATION

ELECTIVE COURSE: Education Outdoors

UNIT DESCRIPTION
This is an introductory subject for VCE Outdoor and Environmental Studies Units 1 and 2. It is designed to give students an understanding of the ways humans interact and relate to outdoor environments. The study introduces ideas of environmental sustainability and the importance of environmental health, particularly in the local context.

This subject is a combination of both theory and experiential education. The Students will embark on two separate overnight journeys which will be both challenging and rewarding.

ESSENTIAL LEARNING
- Develop further motor skills and individual fitness via a broad and challenging range of outdoor recreational pursuits.
- Identify and understand the importance of team work and communication in practical situations via outdoor pursuits/activities.
- Develop a greater understanding and appreciation of the 'outdoors' and the importance and reasons why people enjoy outdoor pursuits and recreational activities.
- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments.

POSSIBLE ASSESSMENT TASKS
- Orienteering practical tasks (use of maps, compass and self-reflections)
- Practical experiences, reflection journal/log
- Sustainability presentation
- Understandings of gear for overnight camping

COST
- Possible excursions $450
- Stationery as per booklist
Year 9 Elective Study Areas

HEALTH AND PHYSICAL EDUCATION

ELECTIVE COURSE: Sporting Excellence – Application required

UNIT DESCRIPTION
This elective is targeted towards students who would like an introduction to VCE PE and further their skill development. It is tailored to students who want to identify fitness strengths, develop goals and implement training programs to improve their personal performance. Students will work both independently and in teams to develop specific skills and knowledge of their chosen sport, as well as participate in a variety of other sports. Due to limited placements, students need to apply through the Sporting Excellence application process and successful applicants will receive a letter of acceptance. Application forms will be attached to course selection forms.

ESSENTIAL LEARNING
- To understand and apply the skills of specific sports
- Understanding the role of recovery in elite sporting performance and prevention of injuries
- Creation of fitness and training programs to improve or maintain personal fitness levels
- Development of skills across a number of sports through peer teaching and observations
- Nutritional requirements for elite athletes and how to adequately prepare for high performance

POSSIBLE ASSESSMENT TASKS
- Skills and Fitness Analysis
- My Sport: presentation
- Influential Sportsperson-Research task

COST
- This course has an associated fee, please see the separate Fee Schedule handout
- Possible Excursions, approximately $50
- Stationary as per booklist
SAMPLE COURSE SELECTION FORM

YEAR 9 - 2019
ELECTIVES SELECTION FORM

Name: .......................................................................................................................... ...

Learning Community: .....................................................................................................

Learning Community Leader: ..........................................................................................

Sub School Leader: .........................................................................................................
Please read the YEAR 9 STUDENT COURSE GUIDE 2019 carefully.

All Prescribed and Elective Studies for Year 9 in 2019 are described in this Guide.

In Year 9, each student will study 4 Core Full Year subjects in English, Humanities, Science and Mathematics. Students will also study 8 semester length Elective Units during the year.

Students are required to select two electives in the area of Health and Physical Education.

Note: If you study LOTE, you must select LOTE-Chinese for a full year. These students will be granted some additional flexibility in selection of elective studies.

It is most important that you read the Elective Unit Descriptions, understand what is involved in all of the Units that you wish to select, and think carefully before making your selection.

Students MUST select from the Elective Units listed on this form.

All students must select one elective unit from:
- Performing Arts
- Visual Arts
- Technology - Food
- Technology - Materials or Engineering
- Health and Physical Education (Option 1)
- Health and Physical Education (Option 2)
- First free choice Elective
- Second free choice Elective

You will be allocated to Elective Units based on the preferences that you have listed on the Initial Electives Selection Form overleaf.

Important - Please Note:

1. You will study 8 Semester based elective units next year. It is important that you list 6 from specified categories, plus 2 free choice elective unit preferences.

2. For an Elective Unit to be taught in 2019, or how many Elective Unit classes for a particular Elective there will be, is dependent upon these factors:
   - Number of students electing to study the Elective Unit.
   - Number of students selecting a subject to allow for team teaching groupings.
   - The way Elective Units are blocked against each other, as a result of student choice.
   - Availability of teachers to teach the Elective Unit.
   - Availability of specialist classrooms.

What happens next?

- Using all student Initial Elective Units Preferences, a blocked timetable grid will be developed for the Electives that will be taught in 2019.
- Your final Elective Units will be allocated based on preferences listed on this form.
- Your Elective Program will be confirmed in writing or reviewed with you later in Term 4.

This completed and signed form must be returned to the Resource Centre during lunchtimes during the week of Monday 13th to Friday 17th August.

Students will be notified of elective allocations early term 4.
EACH YEAR 9 STUDENT WILL STUDY 8 ELECTIVE UNITS IN 2019

Place the numbers 1, 2, 3, 4, 5 and 6 next to your 1st, 2nd, 3rd, 4th, 5th and 6th preferences

- One preference must be in each of the learning areas for Visual Arts, Performing Arts, Technology - Materials and Food Technology
- Two preferences must be selected from Health and PE

Place the numbers 7 to 10 next to your free choice Electives in order of preference.

- Choices can be from any learning areas (you do not have to select one per area)

CIRCLE

Do you wish to study LOTE-Chinese in 2019 (full year course)? Yes / No

Do you wish to study VET Certificate I Employment Pathways? Yes / No
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Elective Unit</th>
<th>Electives Select Preferences 1 to 6</th>
<th>Free Choice Electives Select Preferences 7 to 10</th>
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<tbody>
<tr>
<td>Visual Arts</td>
<td>Media Art</td>
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<td></td>
<td>Studio Art</td>
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<td>Visual Communication Design</td>
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<td>Performing Arts</td>
<td>Drama</td>
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<td>Dance</td>
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<td></td>
<td>Music</td>
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<tr>
<td>Technology - Materials</td>
<td>Introduction to Electronics</td>
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<td></td>
<td>Metal Technology</td>
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<td></td>
<td>Wood Technology</td>
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<tr>
<td>Technology - Food</td>
<td>Make, Bake and Decorate</td>
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<td></td>
<td>Fast Food v Healthy Food</td>
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<tr>
<td>Health and PE</td>
<td>Mind, Body and Spirit</td>
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<td></td>
<td>Lifelong Sport</td>
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<td>Competitive Sports</td>
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<td>Sporting Excellence - Application Form required</td>
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<td>Outdoor Recreation</td>
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<tr>
<td>English</td>
<td>Introduction to Literature</td>
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<tr>
<td>Maths/Science</td>
<td>STEM Robotics</td>
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<td>Science</td>
<td>Forensic Science</td>
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<td></td>
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<tr>
<td>Technology/ Digital</td>
<td>ICT Ready</td>
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<td></td>
</tr>
</tbody>
</table>
Mrs Elizabeth Godwin - Assistant Principal
Mrs Brianna Bastin - Curriculum Leader Years 7 - 9

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