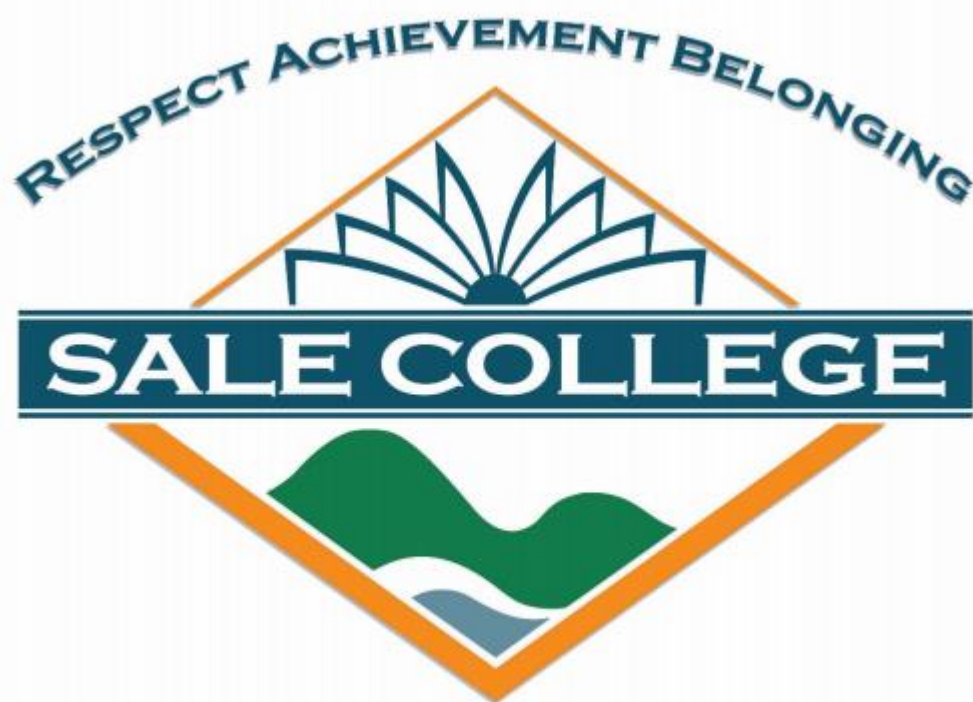


SALE COLLEGE
GUTHRIDGE CAMPUS
YEAR 9
2021



Every student will learn, achieve and succeed.

YEAR 9 PROGRAM – 2021

In Year 9, students will study compulsory core subjects comprising **English, Mathematics, Science, Humanities, Pastoral and Physical Activity throughout the year.**

In addition to the compulsory core subjects, students are given the opportunity to choose from a broad range of subjects in the Learning Domains of The Arts, Health and Physical Education, Technology and Languages other than English (LOTE).

In choosing your Year 9 subjects, you are advised to take a broad range of elective subjects across a number of Learning Domains to enhance your skills and understanding.

In selecting your Year 9 subjects, take note of the following:

- Students complete **SIX** elective subjects over the year comprising of three elective subjects taken concurrently each Semester. Each of those subjects are timetabled for 2 periods per week.
- Subjects should be chosen according to your interests and abilities.
- You **must** choose **at least one subject from each** of the Learning Domains of:
 - **The Arts**
 - **Technology**
 - **Health and Physical Education**
- Subjects are usually one-semester units and cannot be repeated second semester, except for Duke of Ed and LOTE, which **must** be taken all year and counts as two electives.
- You can choose to study Outdoor Ed, Music and Electronics for a semester or the whole year.

WHAT YOU NEED TO DO

Complete the *2021 Year 9 Subject selection sheet*. Please return this form to the 8/9 office or Guthridge Front Office by **22nd October**. If you have any questions, please speak to Mrs Staple or Ms. McIntosh in the Year 9 Office.

THINGS TO NOTE

A minimum number of students must choose a subject for it to run. Classes can have a maximum of 25 students enrolled. If more students choose that elective, we will review whether there is enough interest to run a second class for that subject.

Choose the elective you want to attempt the most as Number 1.

THE ARTS

Drama

Unit Description

What skills do you need to be an actor? This unit explores those skills through practical activities and exercises in physical theatre, character exploration, role play and scenario performance. Students are introduced to the four central elements of dramatic performance, with a particular focus placed on the use of voice and body (The Actor's Craft), and explore these each lesson. Students will consider the nature of performance and contribute their creativity to both group and individual tasks. Script writing, character study and developing performance skills are the focus. Students will explore drama as an art form through improvisation, scripted drama, rehearsal and performance. Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. This elective therefore builds on the skills taught in Year 8 Drama and develops skills needed to complete the acting component in Drama and Theatre offerings in the Senior-School. Also, selecting and actively completing this particular unit of Drama tends to have the positive roll-on effect of benefitting students' Speaking and Listening in the English domain. If you want to be an actor, if you appreciate theatre, film or television or even if you just love "*Whose Line is it Anyway*" – this is the place for you!

Assessment

Individual and group performance tasks, reflection and evaluation of performance.

Special Requirements

Students will need their computer.

Music

Unit Description

Do you think you have talent or just enjoy listening to and playing music? Come along and explore the equipment in the music classroom. This subject will be a combination of practical, theory and aural work. You will practise and perform on your instrument/s in class and gain experience in performing in front of other people. You will listen and analyse an array of different music styles. It is recommended that any student who is wanting to do VCE Music Performance choose this subject.

Assessment

Students will organise and participate in an end of unit presentation. They will be involved in ongoing assessment in how well they participate in each lesson.

Special Requirements

Students will need their computer, music notebook and a display folder

Note: This elective may be chosen for a second time in Semester 2 allowing students to further extend their studies in this area.

Art 2D

Unit Description

Explore, imagine and express your ideas. Do you want to learn how to paint, draw and extend your skills in making artworks? This subject will include a series of practical workshops which will introduce students to a range of painting and drawing skills using various media and materials. Students will apply various techniques learnt to develop a folio of 2-dimensional work. Different art styles will be introduced and students will gain inspiration from researching and analysing works by other artists. Methods of presentation including mounting and framing will also be covered.

Assessment

All ideas, notes and techniques will be documented in the form of a Visual Diary. A portfolio of paintings and drawings will be produced during the practical workshop sessions.

Assessment will be drawn from a selection of practical pieces undertaken and student application of techniques. The research assignment and written responses from analysis and discussion will also be assessed.

Special Requirements

Students will need their computer.

Studio Art – 2D/3D

Unit Description

Experiment, manipulate, plan and design artworks. This subject will include a series of practical workshops which will introduce the student to a range of sculptural techniques and associated drawing tasks. Modern Sculpture offers a wide choice in techniques, materials and processes. Students will learn about casting, construction, assemblage techniques and explore a range of traditional and contemporary mediums such as clay, plaster and wire, recycled objects and papier-mâché in practical investigation work. Art appreciation studies will relate to modern trends that have impacted on sculpture and installation art.

Assessment

All ideas, notes and techniques will be documented in the form of a Visual Diary. Assessment will be drawn from a selection of practical pieces undertaken and student application of techniques. The research assignment and written responses from analysis and discussion will also be assessed.

Special Requirements

Art smock

Students will need their computer.

Visual Communication – Graphics

Unit Description

Creating designs for different people and purposes. Students learn about the design process and respond to a design brief to create and present concepts using a range of materials, methods and media. Students develop an understanding of computer generated design and acquire skills in using ICT drawing programs. Manual and Instrumental drawing techniques will also be developed with a focus on Orthogonal and Perspective drawing. Students investigate the work of professional designers and develop critical and reflective thinking when responding to various design work.

Assessment

All ideas, notes and preparatory design drawings are to be recorded in the form of a Visual Diary. Assessment will be drawn from a selection of practical pieces undertaken and student application of techniques in resolving a range of design problems. The investigative assignment and written responses from analysis and discussion will also be assessed.

Special Requirements

A3 Brown pocket folder

Students will need their computer.

Media Studies

Unit Description

Media: Represent, Communicate & Entertain. We all use it and as Media technology is rapidly increasing and improving, it is important that students engage with this cross-disciplinary art form. This class will teach you a range of techniques to make and respond to Media Art forms such as film, animation, audio, photography and print. Students develop an understanding of the three stages of a media production and acquire skills in using a range of media equipment and computer software. Students' investigate media artworks from different contexts with consideration to the audience and constructed representations of the world. They also develop their understanding of media language and conventions.

Assessment

Assessment will be drawn from a selection of practical pieces undertaken and student application of media techniques to suit specific audiences and contexts. The investigative assignment and responses from analysis tasks and discussion will also be assessed.

Special Requirements

USB for saving work.

Students will need their computer.

DESIGN, CREATIVITY AND TECHNOLOGY

Product Creation

Unit Description

Are you an inventor? Can you create? Do you like designing? Use plastics, timber, drills, hand tools, power tools, and 3D printers to develop your designs into reality. If so, then Product Creation is the subject for you. Use the technology design process to design your masterpiece. On successful completion of your design and safety requirements, create your product.

Assessment

The unit will be assessed based on compliance with the Technology Design Process.

Requirements

Students will be required to wear shoes that comply with safety standards for school technology workshops. Students will need their laptop, pencil and display folder. Safety requirements and design requirements are required to be met by each student; the school then provides access to 3D printers, basic hand tools, acrylic sheet and limited timber. The student may bring in a small amount of recycled materials.

Systems – Electronics

Unit Description

This unit of work builds on the skills obtained through Year 7 and 8 material/systems studies. Students will engage in a range of activities that include research, design, construction and evaluation of electronics based products. This could include opportunities to construct negotiated electronic products and progress into programmable micro-controller based projects. Successful completion of safety, investigation and planning tasks are required before beginning constructional tasks.

Assessment

The unit will be assessed based on compliance with the Technology Design Process.

Requirements

Students will be required to wear shoes that comply with safety standards for school technology workshops, such as school uniform shoes or fully enclosed leather shoes. Students will need their computer. A plastic display folder for subject assessment requirements.

Note: This elective may be taken for a second time in Semester 2 allowing students to further extend their studies in this area.

Digital Technologies – Game Maker

Unit Description

Students create multi-level games using “Game Maker” software. This includes designing and creating sprites and sounds, creating and programming objects and designing rooms. Extension work includes personal research and application of “Game Maker” software scripting and using tutorials to create games using “Scratch.” Ergonomics, basic electrical safety and health tips when working on computers will be studied.

Assessment

The unit will be assessed based on compliance with the Technology Design Process

Requirements

Students will need their computer.

Food for Home

Unit Description

In this unit students will investigate ways of preparing and cooking food using techniques and ingredients to create healthy meals and snacks suitable for families at home. Students will design, produce and evaluate a variety of foods commonly eaten at meal times. Students will have a chance to put their design skills to the test in designing their own meal. Meal and menu planning, cost comparisons, good nutrition, safe and hygienic work practises will be studied. Recipes include curries, stir-fries, puddings, soups and classic family desserts.

Assessment

The unit will be assessed based on compliance with the Technology Design Process.

Requirements

Students must provide a suitable container to carry their food home. A plastic display folder for subject assessment requirements. Students will need their computer.

Food out There

Unit Description

In this unit students will investigate foods available out in the market. Students will design, produce and evaluate a variety of foods, including a focus on “hand-held foods”, where students will design their own hand-held pastry. Recipes include breads, biscuits, pies, sausage rolls, souvlakis, small cakes and foods from other cultures. Food comparisons, good nutrition, safe and hygienic practises and a variety of cooking and presentation techniques will be studied.

Assessment

The unit will be assessed based on compliance with the Technology Design Process.

Requirement

Students must provide a container to carry their food home. A plastic display folder for subject assessment requirements. Students will need their computer.

HEALTH AND PHYSICAL EDUCATION

Body Balance – Girls

Unit Description

This subject focuses on the individual's health and fitness. Certain areas are negotiated with the class so as to enable a focus on everyone's interests. Students will take part in a range of fitness based activities ranging from vigorous/competitive pursuits to non-vigorous/recreational activities. Students will explore the positive physical, emotional and social effects the different types of physical activity can have throughout everyone's life. Fitness activities may range from basketball, soccer, netball, minor games, volleyball, AFL, yoga and fitness training (resistance training, aerobic circuits, boxing, running etc) and may use of facilities in the wider community, such as tennis, swimming, gyms, parks and ovals. Students will explore the theoretical side of improving health and fitness outcomes in our community investigate the barriers to participating in physical activity and learn about the negative effects of not getting the recommended amount of physical activity may have.

Assessment

Assessment will be based on students researching the benefits of an active lifestyle and making links between negative health and a sedentary lifestyle and the impact nutrition can have on the body.

Special Requirements

PE uniform, sport suitable shoes, Computer

*Students can only participate in this subject for one semester

Body Balance – Boys

Unit Description

This subject focuses on the individual's health and fitness. Certain areas are negotiated with the class so as to enable a focus on everyone's interests. Students will take part in a range of fitness based activities ranging from vigorous/competitive pursuits to non-vigorous/recreational activities. Students will explore the positive physical, emotional and social effects the different types of physical activity can have throughout everyone's life. Fitness activities may range from basketball, soccer, netball, minor games, volleyball, AFL, yoga and fitness training (resistance training, aerobic circuits, boxing, running etc) and may use of facilities in the wider community, such as tennis, swimming, gyms, parks and ovals. Students will explore the theoretical side of improving health and fitness outcomes in our community investigate the barriers to participating in physical activity and learn about the negative effects of not getting the recommended amount of physical activity may have.

Assessment

Assessment will be based on students researching the benefits of an active lifestyle and making links between negative health and a sedentary lifestyle and the impact nutrition can have on the body.

Special Requirements

PE uniform, sport suitable shoes, Computer

*Students can only participate in this subject for one semester

Health

Unit Description

This unit focuses on the health and wellbeing of adolescents. Every topic covered relates directly back to the individuals and groups in the class. Topics to be covered include Sexuality and Sexual Relationships, Health requirements and providers for adolescence, Diet and nutrition for young adults specific for their changing needs, Risk taking, drug and alcohol Education and Respectful Relationships. This is not an active class and it is based in the classroom. The purpose is to give all adolescents the tools they need to become well-functioning adults.

Assessment

Assessment will be modified based on student specific areas of interest but will include at least 3 of the following areas; Puberty, Sexuality and Maturing Adolescents; Hygiene, Health and Safety; Relationship Maintenance, Rights and Responsibilities; Drug and Alcohol Education and Risk Minimisation; Healthy Eating. Nutrition and Respectful Relationships.

Special Requirements

Computer, Pens, Workbook

Physical Education

Unit Description

The purpose of this course is to enable students to develop knowledge and skill specified in individual and dual sports to maintain health related fitness. Students will learn and develop greater control and skill in physical activity. They will develop proficiency in a range of high-level movement and manipulative skills whilst devising and employing tactics and strategies to counter tactical challenges. They will investigate the role of physical activity has played historically in defining cultures and cultural identity. Topics covered include but not limited to safety practices, terminology, fair play and ethical behaviour, correct techniques, benefits of participation and assessment of skills. The sports offered may include but not limited to table tennis, tennis, badminton, golf, volleyball, lawn bowls, cycling, racquetball, etc.

Assessment

Assessment will be based on students researching how participation in physical activity in Australia has changed over time and what has influenced this as well as a practical book reflecting on activities participated in.

Special Requirements

PE uniform, sport suitable shoes, Computer

*Students can only participate in this subject for one semester

Outdoor Education – Semester 1

In this subject, students will gain skills and knowledge to participate safely and sustainably in marine and water environments. Students will take responsibility for planning aspects of a canoeing journey and an overnight surf camp. Students identify and justify safe practices for aquatic activities conducted in a range of environments such as swimming pools, inland waterways and beach environments. Students will also learn to reflect on their experiences with the aim of increasing awareness of environmental issues and personal growth. Extension activities offered through participation in two camps, one for each term. Students selecting this subject must be prepared to meet the costs of the activities; there is a subject fee for this unit. Possible activities include:

- Surf camp held at Phillip Island (3 days, 2 nights)
- Sea Kayak Camp at Lake Tyers State Park (Overnight)
- 2x Mountain Bike day trips at Blores Hill Mountain Bike Park
- 1x Practical Acute water safety assessment.

Assessment

Assessment will be based on basic outdoor living and travelling skills, acute water safety, surf skills and mountain bike skills. As well as submitting a satisfactory trips journal at the end of the semester.

Special Requirements

Students are required to have suitable clothing and footwear for the two camps. Tents, backpacks and cooking equipment etc. can be provided by the school if required.

*** Please note: the range of activities may vary due to the availability of venues, environmental considerations and staff expertise**

Students can undertake this subject in Semester 1 as well as Semester 2

Outdoor Education – Semester 2

In this subject, students will gain skills and knowledge to participate safely and sustainably in bush environments. Students will take responsibility in planning aspects of rock climbing trip and bushwalking journey. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid and navigation to enable safe participation in practical experiences. They will evaluate the perception of risks in outdoor experiences and ways to manage the risk associated. Extension activities are offered through participation in two camps, one for each term. Students selecting this subject must be prepared to meet the costs of the activities; there is a subject fee with this unit. Possible activities include:

- 2 nights Rock climbing and Abseiling at the world famous Mount Arapiles
- 2 nights Sea Kayak journey on the Gippsland Lakes
- Half day High Ropes day
- Mountain Bike day trip at Blores Hill

Assessment

Assessment will be based on basic outdoor living and travelling skills, basic sea Kayak skills and rock climbing skills. These assessments are conducted through practical and theory-based tasks. As well as submitting a satisfactory trips journal at the end of the semester

Special Requirements

Students are required to have suitable clothing and footwear for the two camps. Tents, backpacks and cooking equipment etc. can be provided by the school if required

*** Please note: the range of activities may vary due to the availability of venues, environmental considerations and staff expertise**

LANGUAGE OTHER THAN ENGLISH (LOTE)

Indonesian

Unit Description

In Year 9 Indonesian, students will be provided the opportunity to develop their understanding of Indonesian language and culture relating to Travel, Food, Environment and Personal Interests. Students will also begin exploring colloquial Indonesian and slang as used by Indonesian teenagers. Students will be supported in using the language within realistic contexts and participate in a variety of cultural activities. Completion of Year 9 Indonesian qualifies students to continue into Year 10 Indonesian in 2020, with the view of optional extended study into VCE.

Assessment

Will be taken in the areas of reading, writing, speaking, and listening skills, plus participation in cultural activities. Assessment will have a focus on practical communication skills in realistic contexts.

Special Requirements

Students will need to bring their computer, headphones, notebook and a pencil case.

NB- This is a full-year elective subject.

PERSONAL LEARNING

Duke of Edinburgh Award

Unit Description

This unit involves students working on obtaining their Duke of Edinburgh Award, an internationally recognised award aim to develop the skills and attitudes they need to become more rounded, confident adults. The award helps to build; self-belief, self-confidence, initiative, responsibility, new talents and abilities, time management, sense of community, problem solving, presentation, communication, leadership and team working skills. The award is available in three levels starting at bronze then silver and gold. There are 4 mandatory sections to the award which will be working on in the subject:

- Physical recreation: improve their wellbeing through physical activity such as team sports and outdoor recreation activities such as canoeing and surfing.
- Skill: unleashing their talents and abilities by working towards a goal of their choice such as playing an instrument or sports officiating.
- Service: students have an opportunity to give back to their community through volunteering with local organisation such as the local CFA station
- Adventurous journey: about building their sense of adventure through a two camping activities.

Students need to be aware that there is a cost to this unit, which includes online registration and logbook, all certificates, insurance and administration.

(Cost of Journeys will be extra)

Assessment

Assessment includes completing each section, recording detail logs and assessor reports from a significant person and completion of the two journeys.

Special Requirements

Computer and USB. Students are required to have suitable clothing and footwear for the two camps. Tents, backpacks and cooking equipment etc can be provided by the school if required.

This is a year long unit and must be chosen in both Semester 1 and 2.

Psychology

Unit Description

Psychology is an exciting, modern science that provides students with the opportunity to explore human development and behaviour and to reflect upon their own experiences. This unit will introduce students to the scientific study of psychology as the investigation into human behaviour and mental processes. Students learn about different methods and models that describe and explain human behaviour. They will have the opportunity to hypothesise and test theories, conducting experiments on why people behave in certain ways. The unit will have a focus on intergroup behaviours, personal and cultural identity and human traits such as aggression and attraction.

Assessment

Assessment may include practical activities, research assignments and a scientific poster.

Special Requirements

Computer and USB

Forensic Science

Unit Description

In Forensic Science, students will analyse the difference between the roles of forensic scientists in the real world compared to on television or movies. They will examine different evidence types and the techniques used to analyse them, including fingerprints, DNA evidence, blood spatter and digital evidence. Students will critically evaluate the effectiveness of different techniques and explore how technologies have developed over time. Students will conduct in depth investigations into the evidence used in criminal cases and how that evidence was used to help convict or clear a suspect. They will also get to work as a team to analyse evidence themselves in various case studies and mock crime scene activities.

Assessment

Assessment may include practical activities, research assignments and a scientific poster.

Special Requirements

Computer and USB

History through film

Unit Description

Outside of the classroom, people may learn about history through fiction, particularly films about events that happened in the past. These can be films that state they are based on true events, inspired by true stories or perhaps are just set in the world of the past, which aim to teach their audience. Whilst these films are excellent resources and can capture historical events with both accuracy and emotional learning, they have the potential to teach audience's things that may not be true.

This unit examines the accuracy of film, the biases that can be in media and the reasons for telling a story all by watching movies! What better way to learn than to sit back and dissect some of the world's most influential films.

Assessment

Source analysis

Special Requirements

Computer and USB

Know your Impact (new) Geography

Unit Description

The NBC TV-show that also aired on Netflix called 'The Good Place' imagined a world where people got positive points for doing good things and had points removed for doing bad things. The main characters of the show soon discovered that it is hard to get good points because even the smallest decisions like buying a tomato could have serious negative consequences that they never meant to happen. It showed that what we buy, how we buy it and how we use it are crucial to the world around us.

This unit will examine our individual impact on the world particularly around the things we buy both locally and globally. We will look at the environmental impact and the impact on human life. This will be hands on geography, which requires students to come prepared to do some social experiments and data collection using fieldwork techniques as well as studying some real life case studies so we can understand our impact

Assessment

Fieldwork report
Collecting and displaying data

Requirements

Computer

Learning to Lead (new) Civics

Leadership in the modern world an essential skill but what does leadership look like and how to we learn to lead? There are leaders everywhere, some of them have been exceptional and changed the world, others have been ineffective and then there are those who are just plain nasty. In order to perfect our leadership skills its worth reflecting on who are the good leaders that we want to model ourselves off, what skills do they have that we can learn, what challenges have they overcome and how can we practice our own leadership.

This unit will examine some of the world's most influential leaders from politicians, dictators, social activists, business innovators, sporting captains and coaches to find out what makes a good leader and how can we learn to lead.

Assessment

Evaluation
Essay

Requirements

Computer