2022 Year 9 Acceleration Program Course Outline

The course outlines for 2022 Year 9 subjects have been developed in accordance with the Victorian Curriculum F-10. Further information can be found at http://victoriancurriculum.vcaa.vic.edu.au/ and www.vcaa.vic.edu.au

Year 9 acceleration program students do a combination of compulsory and elective subjects, totalling 30 sessions per week. Here is a summary of the subjects (and session) breakdown:

Subject	No. sessions
English or EAL (English as an Additional Language)	4
Mathematics	4
Geography	3
History	3
Language - French or German	3
Science	3
Physical Education & Health	4
Latin	3
Elective	3
TOTAL	**30 Sessions**

During year 9, all students participate in the **Galileo program for one term**. They complete this program with the students in their homegoup, together with students from up to two other homegroups. Students are informed of their Galileo Program term at the end of year 8. Here is a sample year 9 acceleration program:

Term One Timetable includes	Term Two Timetable includes	Term Three Timetable includes	Term Four Timetable includes
	Galileo Program		
Compulsory Subjects		Compulsory Subjects	Compulsory Subjects
Elective Subject	Elective Subject	Elective Subject	Elective Subject

Subject	English
Number of Sessions	4 sessions
Domain	English / EAL
Compulsory or Elective	Compulsory – All students do either **English or EAL (English as an Additional Language)**

All Year 9 acceleration program students will do either English or EAL (English as an Additional Subject). The school determines whether the student does English or EAL.

ENGLISH

VICTORIAN CURRICULUM

English Language Modes:
- Reading
- Writing
- Speaking and Listening

Critical and Creative Thinking Capability Strands:
- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

The set texts, 'Romeo and Juliet', 'Of Mice and Men', and a film as text introduce challenging questions about the world in which we live. Students may be expected to buy one fiction text as required, and extensive use will be made of the Faculty's class set collections in short stories, poetry and drama. Public speaking skills are taught and students complete a magazine project. Class time is spent on current issues and the way the media treat them; writing tasks reflect this as does the oral work.

ASSESSMENT

Assessment is focused on the three language modes: **Reading, Writing, Speaking and Listening**, with the **Critical and Creative Thinking** capability being a component of each one. The following are assessed:

- Writing exercises. Please note that it is emphasised that students must take responsibility for critically revising their own work, and that their ability to do this is assessed.
- Assignments and essays connected to the set reading material and to issues discussed in class.
- Wide reading – students encouraged to read widely and more regularly and to choose increasingly more challenging texts.
- Oral communication - the ability to speak clearly and usefully, and to listen and constructively respond to what is heard.
- Common Assessment Tasks will occur in Year 9AP English classes throughout the year.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

VICTORIAN CURRICULUM

EAL Pathways – Language Modes:
- Reading
- Writing
- Speaking and Listening

Critical and Creative Thinking Capability Strands:
- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

The language modes are best explained in their relationships to learning outcomes. In listening and speaking, students are expected to use their skills to communicate to others in a wide variety of situations. In reading, students are expected to read a variety of texts and gain an understanding of the organisational and language features. In writing, students are taught to improve their written expression and expand their repertoire of writing styles.

Two set texts – (one each semester) and two films are studied to introduce challenging questions about nature and social contexts.
Grammar is taught via integrated units which relate to students' needs and the topics that they study in other domains. Students study a range of fictitious and factual reading material, and are encouraged to develop thoughtful responses through discussion and writing, including preparation for Year 10 work experience. Class time is also spent on current issues and the way the media treat them. Writing tasks reflect this. Wide reading continues to be encouraged.

ASSESSMENT

Secondary EAL learners are assessed against the SL, S1, S2, S3 and S4 stages of the EAL Developmental Continuum.

● Students focus on producing and responding to oral English texts used for social interaction and in the school context across the curriculum. Students will be assessed on their ability to identify how context is interpreted in the production of the English language in an Australian setting. There is also a focus on assessing the strategies students employ, at this stage, to speak in and learn English.

● Students focus on reading and responding to written English texts used for social and academic purposes. This involves an understanding of how and why written English texts are used in a variety of contexts and identification of how different contexts affect the way written English is used and interpreted. Students will be assessed on their control over the structures and features of written English.

● Students focus on communicating in written English for social and academic purposes and produce written English texts which are used in a variety of contexts. They will be assessed on their understanding of the relationship between text and context, audience and purpose. Control over the structures and features of written English is an ongoing development across the EAL continuum.

Subject	Mathematics
Number of Sessions	4 sessions
Domain	Mathematics
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Mathematics Strands:
- Number and Algebra,
- Measurement and Geometry and
- Statistics and Probability

Critical and Creative Thinking Capability Strands:
- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

The course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, sensibly use calculators (Scientific and CAS) and ICT applications. Students are expected to participate in at least three of the Maths Extension Program activities offered throughout the year.

Number and Algebra

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

Measurement and Geometry

Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.

Statistics and Probability

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

ASSESSMENT

1. Skills and Applications
2. Analysis Tasks
3. Projects / Use of technology

Subject	Science
Number of Sessions	3 sessions
Domain	Science
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Science Strands:

- Science Understanding
- Science Inquiry Skills

Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

These strands are drawn from the traditional areas of chemistry, physics, earth science and biology. Knowledge about the processes and procedures of science are incorporated into the strands. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

CONTENT

Throughout the year topics are studied from each of the three disciplines of Science. The order in which the topics are completed will vary from class to class.

Discipline	Topic
Chemical Science	The Periodic Table and Bonding Chemistry, Reaction Chemistry
Physical Science	Energy, Motion and Forces.
Biological Science	DNA and Genetics, Evolution

ASSESSMENT

Student achievement of the strands for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- scientific knowledge
- application of scientific knowledge
- process skills
- science attitudes
- scientific communication

As part of the assessment of student achievement, the following tasks are graded in each discipline:

- Topic tests
- Assignments
- Science processes and practical work

Subject	History
Number of Sessions	3 sessions
Domain	Humanities
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM
History Strands:
- Historical Concepts and Skills
- Historical Knowledge

Critical and Creative Thinking Capability
Intercultural Capability

COURSE OUTLINE

Overview:
- Historical knowledge and understanding
- Historical reasoning and interpretation
- Overview of content for the making of the modern world
- The nature and significance of the Industrial Revolution
- The nature and extent of the movement of peoples in the period
- The emergence and nature of significant economic, social and political ideas in the period

Depth Studies:
1. Making a Better World? – **The Industrial Revolution (1750 – 1914)**
2. Australia and Asia – **Making A nation** (Australian history)
3. World War I – **World War I (1914-1918)**

CONTENT

The Year 9 Accelerated Course focuses on the study of The Industrial Revolution and the History of Australia, including The Great War. Students explore key features of the Industrial Revolution and the historical conditions that influenced the industrialisation of Britain, using a variety of sources that record the features of these past societies. They investigate the agricultural revolution, access to raw materials, the development of a wealthy middle class, the historical significance of cheap labour, the transport system and expanding empire, including Australia. Through their investigations, students develop their understanding of change and continuity over time, and the open-ended nature of historical inquiry. Students examine changes in technology which led to factories and growth of cities.

Students also investigate changes to cities, landscape and environment in European countries and Australia as the Industrial Revolution continued to develop.

During second semester, students investigate how Australia has developed as a nation in terms of social, political and cultural structures and traditions. They examine the impact of European colonisation of Australia and the clash of cultures from age of exploration onwards. They learn about the impact of significant issues and events in Australia's development; for example, European settlement; the gold rushes; the experiences of non-Europeans in Australia prior to the 1900s, the development of housing and cities; the events leading to Federation; World War I and World War II.

ASSESSMENT
All assessment relates to key concepts, skills and content.

- Research project: investigation of an issue or event; research and understanding points of view
- Essay: development of essay writing skills
- Using evidence: exercises on understanding and analysis
- Workbook: maintaining a complete and organized workbook for school and home activities

Subject	Global Issues in Geography
Number of Sessions	3 sessions
Domain	Humanities
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Geography Strands:
- Geographical Concepts and Skills
- Geographical Knowledge

Ethical Capability
Intercultural Capability

COURSE OUTLINE

- Geographic knowledge and understanding
- Geospatial skills

The Year 9 Accelerated Course focuses on Key Geographic Ideas such as location, spatial association and interrelationships. Students will study two main units with a focus on data gathering and analysis, research, ethical and cultural investigation and case studies:

- **Biomes and Food Security**
  - Environmental, economic and technological factors that influence crop yields in Australia and across the world
  - The interconnection between food production and land and water degradation;
  - Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations
  - Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time
  - Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges

- **Geographies of Interconnection**
  - The ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places
  - The ways that places and people are interconnected with other places through trade in goods and services, at all scales
  - Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (Case Study: e-waste)
  - Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

ASSESSMENT

Assessment is focused on Victorian Curriculum strands. The following are assessed:.

- Field work reports
- Tests
- Data interpretation exercises (written and visual)
- Extended written pieces
- Research Assignment- Current Issues

Subject	Languages – French or German
Number of Sessions	3 sessions
Domain	Languages (LOTE)
Compulsory or Elective	Compulsory – All students do either **French** or **German**

FRENCH

VICTORIAN CURRICULUM

French Strands
- Communicating
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a LOTE
- Intercultural knowledge and language awareness

CONTENT

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 9 acceleration program students should be able to use the language necessary to communicate around these topics:

- the French-speaking world
- discovering Paris
- leisure activities
- life in Quebec
- school life
- future plans and career
- the weather
- holiday plans

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignment work in all skill areas
- End of year examination

GERMAN

VICTORIAN CURRICULUM

German Strands
- Communicating
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a LOTE
- Intercultural knowledge and language awareness

CONTENT

Skills pertaining to listening, speaking, reading, writing, cultural awareness are further developed through the study of the themes below. By the end of Year 9, acceleration program students should be able to use the language necessary to communicate within the range of these topics.

- Travelling to Germany, holidays, vacation, accommodation
- Travelling with family, accidents, illness, body parts
- Trip to Graz (Austria), hotels, spring cleaning, furniture, German films
- Work, German companies in Australia, work experience, going to a conference
- German celebrations and festivals
- Work and life of Albert Einstein

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- Cultural work
- End of Semester 1 Common Assessment Task
- End of year examination

Subject	Physical Education
Number of Sessions	4 sessions
Domain	Health and Physical Education
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM
- **Physical Education Strands**
- **Personal and Social Capability**

COURSE OUTLINE
- Movement and physical activity
- Health knowledge and promotion
- Interpersonal development

CONTENT
Students participate in a double session of Physical Education and two sessions of Health Education per week. In addition to the course content students will participate in regular self-directed and immersive activities that link PE to health concepts.

Physical Education	General focus	- Complex Motor Skill development - Enhancement of teamwork structures - Strategy and game sense - Leadership
→ **Topics in three terms of study**	Unit 1	Fitness & Sports Round-robin Tournaments
	Unit 2	Sticks & Strings
	Unit 3	Invasion Games & Ball Sports
Health Education	Unit 1	Physically Active Lifestyles
→ **Topics in three terms of study**	Unit 2	Love, Sex, Relationships & Drugs
	Unit 3	Mind, Body & Health

ASSESSMENT
- Basic skill execution during skill acquisition activities
- Basic skill execution during game play
- Fitness testing results compared to school normative data
- Co-operation and Effort
- Understanding of safety and rules
- Demonstrating basic team concepts
- Completion of set work
- Up to two graded health tasks per term
- Participation in group work and discussions
- End of year exam

Subject	Languages – Latin
Number of Sessions	3 sessions
Domain	Languages (LOTE)
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Latin Strands
- Engaging with texts
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a language other than English and intercultural knowledge and language awareness

CONTENT
- Subjunctive mood
- Indirect speech
- Verbs: (semi-) deponent verbs
- Ablative absolute
- Participles - future
- Conditional clauses
- Gerunds and gerundives
- Background information about Roman lifestyle, history and mythology
  - The Roman Army
  - Octavian returns to Italy (42 BC)
  - Latin poetry
  - Travel
  - Patrons and clients
  - Houses
  - Divorce
  - Cleopatra
  - The Roman Empire
  - Augustus
  - Death

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests and assignments in all skill areas
- Cultural work
- End of Semester 1 Common Assessment Task
- End of year examination

Subject	Dance
Number of Sessions	3 sessions
Domain	Performing Arts
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Dance Strands:
- Explore and Express Ideas
- Dance Practices
- Present and Perform
- Respond and Interpret

Critical and Creative Thinking Capability

COURSE OUTLINE

UNITS OF WORK

Introduction to Dance
Students will be introduced to fundamentals of safe dance practice. Anatomy, kinesiology and physiology associated with dance practice will be covered, along with the elements of dance.

Choreography: Set Work
Students will perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent. Students will perform choreographed work(s) at the Junior Performing Arts performance evening.

Choreography: Devised Work
Students will research specific dance styles and analyse technique and choreographic devices associated with the style. They in turn will apply the knowledge gained in a practical way by structuring dances using movement motifs, choreographic devices and form applicable to their selected dance style. In order to communicate their choreographic intent, students will manipulate combinations of the elements of dance and choreographic devices.

KNOWLEDGE & SKILLS

- Principles of dance
- Basic anatomy
- Safe dance practice
- Choreography techniques
- Technical and performance skills
- History & styles of dance

ASSESSMENT
- Participation in: Workshops, Rehearsals and Performances SEP
- Written work including: Workbooks, Tests & Evaluation Tasks

Subject	Drama
Number of Sessions	3 sessions
Domain	Performing Arts
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Drama Strands:
- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Critical and Creative Thinking Capability

COURSE OUTLINE

UNITS OF WORK

Team Building
Students will be introduced to drama through the basic concepts of teamwork, problem solving and educational play.

Improvisation/Devised Performance
Students will learn about the principles of improvisation, its key knowledge and skills. Students will develop their expressive and performance skills through the practice of various improvisation techniques and activities. Students will then apply this knowledge to create a devised class performance and understand how improvisation can be used as a method of play- building. The devised performance project will culminate in a performance evening that is open
to the greater school community.

Stagecraft Design/Theatrical Adaptation
Students will learn about the various roles and processes involved in theatre production, both on and off stage. In conjunction, students will also explore theatrical styles and witness how performances exhibit conventions according to a particular given style. Students will then apply this knowledge in a theatrical adaptation project in a stagecraft area of their choice.

KNOWLEDGE & SKILLS

- Performance and Expressive Skills
- Production Roles and Stagecraft Areas
- Creating and structuring drama performance in groups
- Interpreting, analysing and evaluating dramatic performance

ASSESSMENT

- Participation in: Workshops, Rehearsals and Performances SEP
- Written work including: Workbooks, Production Diaries, Tests & Evaluation Tasks

Subject	Music Performance A: Composition and Performance
Number of Sessions	3 sessions
Domain	Performing Arts
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Music Strands:
- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Critical and Creative Thinking Capability

COURSE OUTLINE

UNITS OF WORK

Music's Major Works
Students will learn about the history and features of Western music's significant works. Students will continue to learn about the elements of music, examining them in greater depth with an emphasis on developing score reading and analysis skills.

Performance
Students will prepare individual and/or group performances of existing or original compositions for performance. Students will perform on their chosen instrument (learnt either at or outside school).

Composition
Students will extend their composition skills arranging and creating works in more extended forms in a range of popular and classical styles.

KNOWLEDGE & SKILLS

- Explore musical features, key artists and works, and sociocultural features of Western music
- Develop score reading and analysis skills
- Consolidate grade 1&2 theory concepts
- Develop Solfege and Aural skills
- Prepare individual and/or group performances
- Explore compositional techniques
- Interpret, analyse and evaluate musical compositions and performances

ASSESSMENT

- Viva Voce
- Individual, small group and/or whole class musical performance
- Composition Portfolio
- Written work including: Workbooks, Tests and Evaluation Tasks

Subject	Music Performance B: Technology & Performance
Number of Sessions	3 sessions
Domain	Performing Arts
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Music Strands:
- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Critical and Creative Thinking Capability

COURSE OUTLINE

UNITS OF WORK

Blues
Students will learn about the musical structures and sociocultural influences on the development of Blues Music. Students will improvise, arrange, compose and perform Blues Music.

Performance
Students will prepare individual and/or group performances of existing or original compositions for performance. Students will perform on their chosen instrument (learnt either at or outside school).

Music Technology
Students will learn about aspects of Music Technology relating to live production, including electronic theory, microphone types, uses and techniques and sound mixing.

KNOWLEDGE & SKILLS

- Explore key artists, key works and sociocultural features of Blues music.
- Develop improvisation, arrangement and composition skills
- Consolidate grade 1&2 theory concepts
- Develop Solfege and Aural skills
- Prepare individual and/or group performances
- Interpret, analyse and evaluate musical compositions and performances
- Explore the equipment, setup and techniques used in Live Production and Recording

ASSESSMENT

- Blues Research Assignment
- Composition in Blues Style
- Individual, small group and/or whole class musical performance
- Written work including: Workbooks, Tests and Evaluation Tasks
- Music Technology Practical Project

Subject	Food Technology
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Design and Technologies Strand:

- Technologies and society
- Technologies contexts
- Creating designed solutions

Critical and Creative Thinking Capability

COURSE OUTLINE

Food technology provides students with the knowledge and skills to produce quality products in a kitchen environment. Students prepare and cook in our new Food Technology room which has been specifically designed to provide a healthy and safe cooking environment. They will experience a wide range of cooking utensils and equipment in the making of their food products and a variety of techniques are investigated and applied.

ASSESSMENT

Assessment is based on the Victorian Curriculum strands. The following are assessed:

- Food technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources

Subject	Media
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM
- **Media Strand**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE
- Media for visualising thinking
- Media for creating
- Media for communicating

CONTENT

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 an exploration of society and creative industries.

Students make and respond using Media Arts knowledge to represent meaning to a diverse range of audiences and contexts. Students experiment with and develop their technological skills including the manipulation of images, sound, and text to explore visual aesthetics and style.

Designated tasks include:
- Image editing
- Video editing
- Audio editing
- Analysis of Media texts
- language associated with Media Studies
- Target audience projects

ASSESSMENT
Assessment is focused on the Victorian Curriculum strands. The following are assessed:
- Classwork/ class based activities
- Maintaining a digital folio
- Submitting final media products for each outcome

Subject	IT (Information Technology)
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM
- **Digital Technologies comprises of three related strands:**
    - Digital Systems
    - Data and Information
    - Creating Digital Solutions
- **Critical and Creative Thinking Capability**
    -

COURSE OUTLINE
- Digital Technologies for visualising thinking - programming
- Digital Technologies for creating – web sites
- Digital Technologies for communicating - Investigate how data is transmitted and secured in wired, wireless and mobile networks

CONTENT

Students explore the role of Information Technology and generate work that resolves problems and communicates ideas which have a specific target audience. Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems.

Throughout the course students become aware of the needs of meeting the requirements of a client and/or audience in learning how to create a demand for product. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions.

Students will also investigate how IT forms operate in the workplace, schools and in the home environment with a focus on community impact and safety.

Designated tasks include:

- Programming- – Game Maker
- Multimedia applications
- language associated with an IT environment - Glossary
- client based projects - HTML
- target audience projects- algorithms
- Data and Information - Investigate how digital systems represent text, image and sound data in binary
- Investigate the role of hardware and software

ASSESSMENT
Assessment is focused on the Victorian Curriculum strands

Assessment is based on a range of practical projects which combine research, analysis, design and production using a variety of software applications.

Subject	Product Design: Furniture, Fashion and Jewellery Design
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

- **Digital Technologies Strands**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE

- Investigating and designing
- Producing
- Analysing and evaluating

CONTENT

Students work to a Design Brief and are required to undertake the study of at least TWO materials selected from the following options; fabric, timber, pewter, resin, silver, copper and recycled materials to expand their understanding of design, construction and production of functional products. The course emphasis is on developing design and construction skills and developing confidence and competency in using tools and equipment in the workshop correctly and safely. Students are also introduced to a range of computer-aided design skills and processes. Research assignments focus on designers, design styles and sustainable design.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- workbook (exploration and development of ideas)
- finished product
- research projects
- product evaluation
- safe and appropriate use of equipment and resources in a workshop environment

Subject	**Systems Technology**
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

- **Design and Technologies Strands**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE

- Investigating and designing
- Producing
- Analysing and evaluating

CONTENT

This subject focuses on the Design Process and how it relates to *Engineering* specific outcomes. Following the design brief, students complete projects that have them investigate different areas of engineering including civil, electrical and mechanical engineering.

Students will develop practical manufacturing skills and the knowledge to critically analyse their own work and that of others. Students learn to work independently, developing their own motivational resources and how to maintain focus during long terms projects.

At Year 9, students are introduced to Systems and how we use them. Looking at inputs and outputs, students begin to develop an understanding of the purpose and benefits of different types of Engineering solutions and Systems.

ASSESSMENT

Assessment is based on the Victorian Curriculum strands. The following are assessed:

- Adherence to the Design Process
- Research and Investigation practices
- Justification of Decision Making
- Quality of finished work (in relation to the Design Brief)
- Critical Analysis of their Finished Work

Assessment is based on the Victorian Curriculum strands. The following are assessed:

- research projects
- visual diary
- practical tasks X 3
- safe and appropriate use of equipment and materials

Subject	Visual Arts 2D
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

- **Visual Art Strands**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE

- Creating and making
- Exploring and responding

CONTENT

Creating and making

This course focuses on the development of a broad range of skills using a variety of 2D materials and techniques including drawing, painting, printmaking and photography and new media technologies. Students develop a folio of 2D works based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. The visual diary complements the practical component of the course as a sequential record of the design process, including a variety of tasks associated with the research, analysis and discussion of artists and artworks studied.

Exploring and responding

Skills in art criticism and aesthetics are developed in a range of verbal and written responses based on the study of Australian and international artists using 2D materials in the production of artworks.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- visual diary (exploration and development of ideas)
- skills and techniques (exploration and refinement)
- research and analysis of artists and art styles studied

Subject	Visual Arts 3D
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

- **Visual Art Strands**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE

- Creating and making
- Exploring and responding

CONTENT

Creating and making

This course focuses on the development of a broad range of skills using a variety of 3D materials and techniques including assemblage, papier mache, cross media, found objects and casting. Students develop a folio of 3D works based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. The visual diary complements the practical component of the course as a sequential record of the design process, including a variety of tasks associated with the research, analysis and discussion of artists and artworks studied.

Exploring and responding

Skills in art criticism and aesthetics are developed in a range of verbal and written responses based on the study of Australian and international artists using 3D materials in the production of artworks.

ASSESSMENT

Assessment is focused on the Victorian Curriculum Strands. The following are assessed:

- visual diary (exploration and development of ideas)
- skills and techniques (exploration and refinement)
- research and analysis of artists and art styles studied

Subject	Visual Communication
Number of Sessions	3 sessions
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

- **Visual Communication Design Strands**
- **Critical and Creative Thinking Capability**

COURSE OUTLINE

- Creating and making
- Exploring and responding

CONTENT

Creating and making

Students work to Design Briefs which explore and develop ideas incorporating a range of 2D & 3D materials, software applications and production techniques. These include freehand and instrumental drawing, computer- aided design, digital photography and mixed media. Design tasks include the development of logos, packaging, magazine advertisements and poster design for different clients and audiences.

Exploring and responding

Skills in art and design criticism and aesthetics are developed in a variety of verbal and written responses in the analysis and evaluation of the work by Australian and overseas designers.

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- visual diary (exploration and development of ideas)
- skills and techniques (exploration and refinement)
- research and analysis of designers and design styles studied

Subject	Latin
Number of Sessions	3 Sessions
Domain	Languages (LOTE)
Compulsory or Elective	Elective option

Please Note: This elective option is for students who have not done Latin at UHS in years 7 & 8

VICTORIAN CURRICULUM

Latin Strands
- Engaging with texts
- Understanding

Intercultural Capability

COURSE OUTLINE

Communicating in a language other than English and Intercultural knowledge & language awareness

CONTENT
- Nouns & adjectives of all declensions (3-5) & cases (6);
- Verbs of all (5) conjugations;
- Verbs: Infinitives & Imperatives;
- Verbs: Present & (3) past tenses;
- Numbers (1-10);
- Expressions of Time & Place; &
- Background info about Roman lifestyle, history & mythology:
  - The life of Quintus (Horatius Flaccus);
  - The role of women;
  - Slaves & freedmen;
  - Venusia & Pompeii;
  - Farming;
  - Education;
  - Homer & The Iliad;
  - Virgil & The Aeneid;
  - From Aeneas to Romulus;
  - The Olympian Gods;
  - Roman religion;
  - Hannibal;
  - Elections;
  - Greece & Rome; &
  - Roman Games & Theatre.

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands:

- Unit tests in all skill areas
- Assignment work
- Cultural work
- Common Assessment Tasks

List of Year 9 Acceleration Program for 2022

*Year 9 **compulsory subjects** studied acceleration program students (8 in total):*

Subject	Sessions per week
English or EAL (English as an Additional Language)	4
Mathematics	4
Science	3
French or German	3
History	3
Geography	3
Physical Education & Health	3
Latin	3

*Year 9 **elective subjects** Acceleration Program students must select **two** of the following subjects:*

Domain	5-Session Elective Subjects	Sessions per week
Art, Design & Technology	Food Technology	3
	Media & Information Technology	3
	Product Design: Furniture, Fashion & Jewellery Design	3
	Systems Technology	3
	Visual Arts 2D	3
	Visual Arts 3D	3
	Visual Communication	3
Languages (LOTE)	Latin*	3
Performing Arts	Dance	3
	Drama	3
	Music Performance A: Composition and Performance	3
	Music Performance B: Technology and Performance	3

*The Latin elective option is for students who have not done Latin at UHS in years 7 & 8

*During year 9, all students participate in the **Galileo program for one term**. They complete this program with the students in their homegoup, together with students from up to two other homegroups. Students are informed of their Galileo Program term at the end of year 8. Here is a sample year 9 program. See Appendix One for more details.*

Term One Timetable includes	Term Two Timetable includes	Term Three Timetable includes	Term Four Timetable includes
	Galileo Program		
Compulsory Subjects		**Compulsory Subjects**	**Compulsory Subjects**
Elective Subject	**Elective Subject**	**Elective Subject**	**Elective Subject**

Year 9 students can also participate in the extra-curricular instrumental music program. This program is conducted during the school day, with students withdrawn from class to do their lesson (the lesson time changes each week, rotating through session 1 to 6 on the same day over a 6 week period).

Galileo Program

Year 9

Why 'Galileo'?

- Galileo was a revolutionary, critical thinker and innovator who wanted us to challenge our preconceptions.

- Galileo questioned everything around him and his place in the world.

- Galileo sought the truth and went out and found it!

- This reflects what students experience during the Galileo Program.

What's different about the Galileo Program?

The program is a term-long, intensive course with approximately 60 students and 3 Uni Highteachers - Matt, Ester & Trent.

It's a mixed cohort with two mainstream classes and half an AP class per term.

The students leave regular subjects for the term, enrolled in Galileo for 24/30 sessions per week. They will complete elective subjects with the rest of their Year 9 cohort for the remaining6 sessions. The students are still free to participate in their normal extracurricular activities, e.g.music lessons, sports days, the musical etc.

The students will be placed into smaller homegroups during the second week of the program for assessment and pastoral care purposes.

The course is largely experiential with students participating in: an excursion (trail) most weeks; a community service placement; surveying the public; interviewing an expert; and going on camp.

Project-based Learning

In a project-based environment, students gain knowledge and skillsby investigating and responding to an engaging question, problem orchallenge.

A project-based learning and teaching framework addresses cross-curricula content and learning dispositions through rigorous, authentic, hands-on, interactive learning experiences.
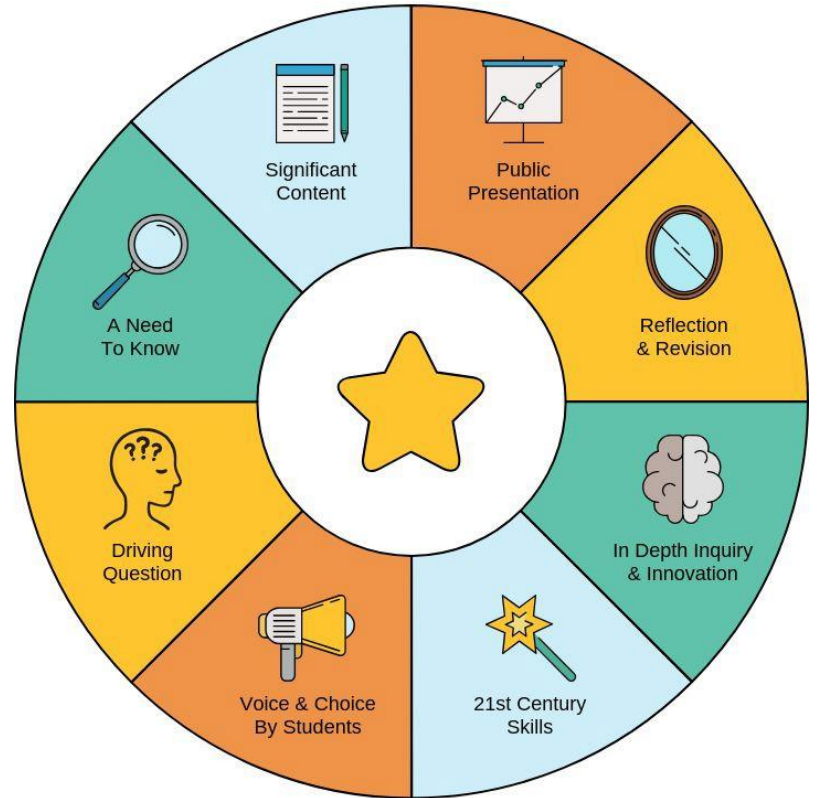
Skill Development

Collaboration
Digital
Literacy
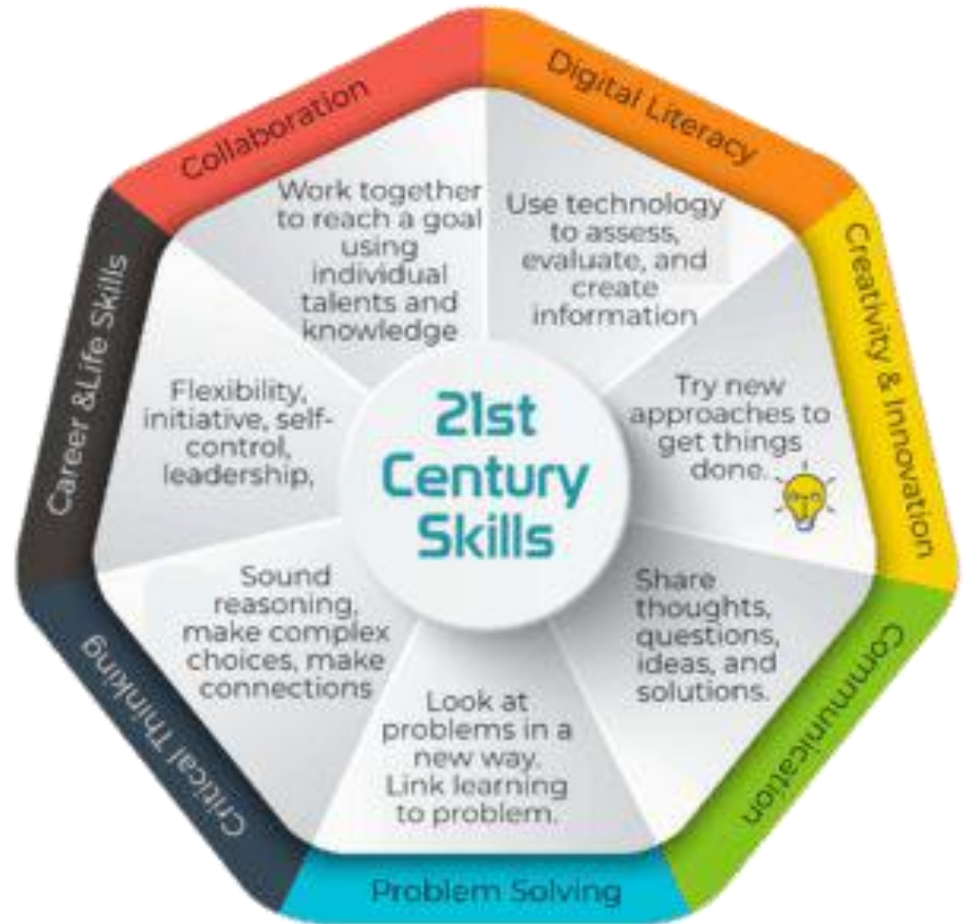Creativity and Innovation
Communication
Problem
Solving Critical
Thinking
Career and
Life Skills

What does a typical week look like?

	Health Week				
	Monday	Tuesday	Wednesday	Thursday	Friday
	18.02.19	19.02.19	20.02.19	21.02.19	22.02.19
S1	Health Intro: Different perspectives on health	Electives	Trail: 1000 Steps	Electives	Community Service / Rock Climbing (8:45-10:30)
S2					
S3	Research Review article 2				Research Review Conclusion
S4		Mental first aid/ Psychology-self criticism/ Mindfulness		Research Review working on articles 2 and 3	
S5	Community Service / Rock Climbing A (1:30-3pm)	Research Review teacher feedback in class			Hip Hop 2-3pm
S6					

Where does it take place?

The Loftgarden

Melbourne

The Loft at UHS

Excursions (Trails)

We want to encourage our students to create stronger links between what they learn at school and their city.

Trails are linked to the weekly theme, e.g:

Justice week - The Neighbourhood Justice Centre in Collingwood **Health week** - 1000 Steps & hip-hop dancing in Brunswick **Sustainability week** - an Indigenous Walking Tour around Southbank

Mobile phones are allowed on Galileo excursions for communication and safety reasons.

Victorian Curriculum Capabilities

- Ethics workshops
- Understanding different viewpoints
- Constructing arguments
- Critical & creative thinking
- Going on trails

Collaboration

- Galileo Project
- Expert Interview
- Trails
- Camp
- Community service

Responsibility for Learning

- Goal setting
- Organisation
- Using & seeking out feedback
- Trails

What is the curriculum centred on?

Student Assessment

Many of the skills and dispositions found within the General Capabilities are assessed using our *Galileo Attitude & Effort Rubric*. This is used to calculate student's A&E score for their report.

The students set goals against this rubric at the beginning of the program and reflect on their progress.

The skills assessed are set out below:

Growth Mindset	Creative & Divergent Thinking	Feedback	Digital Literacy	Organisation	Reflection	Community	Teamwork	Communication
PROBLEM SOLVING			LIFELONG LEARNING			COLLABORATION		

Galileo Project

The Galileo Project runs across the entire program.

Students choose a topic to research and are then placed in research groups.The Galileo Project then begins and involves 3 major assessments: **Research Review** - Individual research paper on a topic of their choosing.

Research Methodology - Group presentation outlining the methods through which theywill pursue further information and data on their topic.

Future Solutions - Groups present their research and an innovation in response to anidentified societal issue.

These assessments contribute to the student's *achievement* score on their report.

Reporting - Weeks 5 and 10

Year 9 Galileo Program Mid-Term Progress Report

Name: Sample Student   Class   9G1
         ABC0001

Progress Report Scores:

	Student Goals	Student Scores
Achievement	85	78
Attitude and Effort	90	77

Please access the following document for detailed assessment results including rubrics and comments across several tabs (see bottom of document):

https://docs.google.com/spreadsheets/d/1ga_PGf5QM0MFe8HZ4S49dd76ng5ailra1LQqfdsrs6w/edit?usp=sharing

Community Service

Approximately 1 hour per week starting in Week 3 of the program, either on Monday afternoons or Friday mornings.

Completed during normal school hours (none of the program, other than camp, takes place outside of school hours).

The students *do not* find their own placement - we have a range of ongoing partnerships with primary schools, daycare centres, bilingual education, aged-care homes and Lentil As Anything Abbotsford.

Students will be placed based on their interests and distance from home.

We teach the students resume writing and strongly encourage them to obtain a reference from their supervisor.

Camp

Camp takes place in The Grampians National Park.We are based at UC Camping Halls Gap in cabins.

The students are away for 3 days, 2 nights Wednesday - Friday (usually back @ 3pm to Southern Cross Station).

We catch public transport up and back (V-Line train and bus).

Camp takes place Week 6 in Term 1 (March 4th- 6th), and Week 7 in Terms 2- 4.

Permission forms and additional information are provided to students and guardians closer to the date.

Parent Student Reacher Conferences

PSTCs run for 20 minutes and take place in the last week of theprogram.

Each student will be expected to present a 10 minute reflection on their learning and experiences in Galileo in front of their homegroup teacher and a parent/guardian(s).

They will be booked through Compass. Please contact the front office if you have an issue with your parent login.

Teacher emails

Trent Ogden

trent.ogden@education.vic.gov.au

Ester Koelle

ester.koelle@education.vic.gov.au

Matt Davidson

matt.davidson@education.vic.gov.au

Galileo Information Evening

Galileo Staff run an information evening for Year 9 students andtheir parents the beginning of each year.

The information evening provides students and parents with anopportunity t questions and meet the Galileo Team.

Times and dates for Galileo information evenings will becommunicated through Compass.