



2022 YEAR 9 COURSE OUTLINES

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 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
Elective	3
Elective	3
TOTAL	30 Sessions

During year 9, students participate in the **Galileo program for one term**. They complete this program with the students in their homegroup, 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:

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 Subjects	Elective Subjects	Elective Subjects	Elective Subjects

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

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 are encouraged to read more widely and more often.
- Oral communication - the ability to speak clearly and usefully, and to listen and constructively respond to what is heard.
- Common Assessment Tasks occur in all Year 9 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 / Duration	4 sessions / Year long
Domain	Mathematics
Compulsory or Elective	Compulsory

MATHEMATICS

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

In Mathematics, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics Strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. These are reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Our 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 and ICT applications.

Number and Algebra

Irrational numbers and basic operations with surds; negative indices and scientific notation; use of ratios in scale drawing; Expanding products of linear factors; factorising quadratic expressions; linear, quadratic and simultaneous linear equations; graphs of linear and quadratic functions.

Measurement and Geometry

Construction and properties of 2D and 3D figures; congruency; similarity Length, area and volume relationships involving triangles, quadrilaterals, circles, prisms and pyramids; Pythagoras' Theorem; trigonometric ratios and solving right- angled triangles

Statistics and Probability

Probability; long-run proportion; compound events; simulation; measures of centre and spread; box plots and dot plots.

ASSESSMENT

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

Subject	Science
Number of Sessions / Duration	3 sessions / Year long
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

The two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

CONTENT

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

Discipline	Topic
Chemical Science	Atomic structure, Chemical reactions including acids and bases
Physical Science	Heat, Light and Sound
Biological Science	Coordination of body systems, Ecosystems

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
- science inquiry skills
- 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 / Duration	3 sessions / Year long
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

Historical Concepts and Skills

- Chronology
- Analysing historical sources as evidence
- Explaining patterns of continuity and change
- Analysing cause and effect
- Evaluating historical significance
- Indigenous perspectives

CONTENT

Industrial Revolution

- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication

Australia to World War One

- Indigenous perspectives of history
- Australia before colonisation of the British
- Key social, cultural, economic, and political features of Australia during the time period
- Intended and unintended causes and effects of contact and extension of settlement to Aboriginal and Torres Strait Islander peoples
- Significant events and influencing ideas in the development of colonial society, including different perspectives of the events at the time and different historical interpretations and debates
- Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values
- The significance of Federation, including different perspectives of the events at the time and different historical interpretations and debates

Australia in World War One

- Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort
- Significant places where Australians fought and explore their perspectives and experiences in these places
- Significant events, turning points of the war and the nature of warfare
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society
- Significance of World War I to Australia's international relationships in the twentieth century
- Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war

ASSESSMENT

All assessment relates to key concepts, skills and content.

- Essays
- Research projects
- Source analysis
- Enquiry tasks
- Written responses
- Presentations

Subject	Global Issues in Geography
Number of Sessions / Duration	3 sessions / Year long
Domain	Humanities
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Geography Strands:

- Geographical Concepts and Skills
- Geographical Knowledge

Ethical Capability

Intercultural Capability

COURSE OUTLINE

Biomes and food security

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- 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; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world
- 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

Environmental change and management

- Different types and distribution of environmental changes and the forms it takes in different places
- Environmental, economic and technological factors that influence environmental change and human responses to its management
- Environmental worldviews of people and their implications for environmental management
- Causes and consequences of an environmental change, comparing examples from Australia and at least one other country
- Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia
- Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country

Geographies of human wellbeing

- Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing
- Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia
- Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries

Geographies of interconnection

- Perceptions people have of place, and how this influences their connections to different places
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places
- 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
- 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 geographical concepts, skills and content.

- Field work reports
- Tests
- Data interpretation exercises (written and visual)
- Research Assignment

Subject	Languages – French or German
Number of Sessions / Duration	3 sessions / Year long
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, students should be able to use the language necessary to communicate in these situations:

- Shopping in a department store
- Talking about the near future and holiday plans
- Talking about the past
- Describing the weather and seasons
- Grammar

ASSESSMENT

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

- Unit tests in all skill areas
- Assignment work
- Cultural work
- 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, students should be able to use the language necessary to communicate within the range of these topics.

- Describing yourself
- Earning and spending money
- Talking about the past. Perfect tense
- Discussing excursions and trips
- Frankenstein (reader)

ASSESSMENT

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

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

Subject	Physical Education
Number of Sessions / Duration	3 sessions / Year long
Domain	Health and Physical Education
Compulsory or Elective	Compulsory

VICTORIAN CURRICULUM

Physical Education Strands

- Movement and Physical Activity
- Personal, Social and Community Health

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	<ul style="list-style-type: none"> ● 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	Dance
Number of Sessions / Duration	3 sessions / Semester long
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 
- Written work including: Workbooks, Tests & Evaluation Tasks

Subject	Drama
Number of Sessions / Duration	3 sessions / Semester long
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 A: Composition and Performance
Number of Sessions / Duration	3 sessions / Semester long
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 B: Technology & Performance
Number of Sessions / Duration	3 sessions / Semester long
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 / Duration	3 sessions / Semester long
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 / Duration	3 sessions / Semester long
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 / Duration	3 sessions / Semester long
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**
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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 / Duration	3 sessions / Semester long
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

- Design and Technologies Strands
- 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 / Duration	3 sessions / Semester long
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

- **Design and Technologies Strand:**
- **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 / Duration	3 sessions / Semester long
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Visual Art Strands:

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

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 / Duration	3 sessions / Semester long
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Visual Art Strands:

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

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 / Duration	3 sessions / Semester long
Domain	Art, Design and Technology
Compulsory or Elective	Elective option

VICTORIAN CURRICULUM

Visual Communication Design Strands:

- Explore and Express Ideas
- Visual communication Design Practices
- Present and Perform
- Respond and Interpret

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 / Duration	3 sessions / Year long*
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. If you select the Latin elective, you need to do it for both semester one and semester two.**

VICTORIAN CURRICULUM

Latin Strands

- Engaging with texts
- Understanding

Intercultural Capability

COURSE OUTLINE

Communicating in a LOTE 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 SUBJECTS for 2022

Year 9 **compulsory subjects** (7 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

Year 9 **elective subjects** - Students must select **four** 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. If you select the Latin elective, you need to do it for both semester one and semester two.

During year 9, students participate in the **Galileo program for one term**. They complete this program with the students in their homegroup, 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 information.

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 Subjects	Elective Subjects	Elective Subjects	Elective Subjects

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 High teachers - 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 remaining 6 sessions. The students are still free to participate in their normal extracurricular activities, e.g. music lessons, sports days, the musical etc.

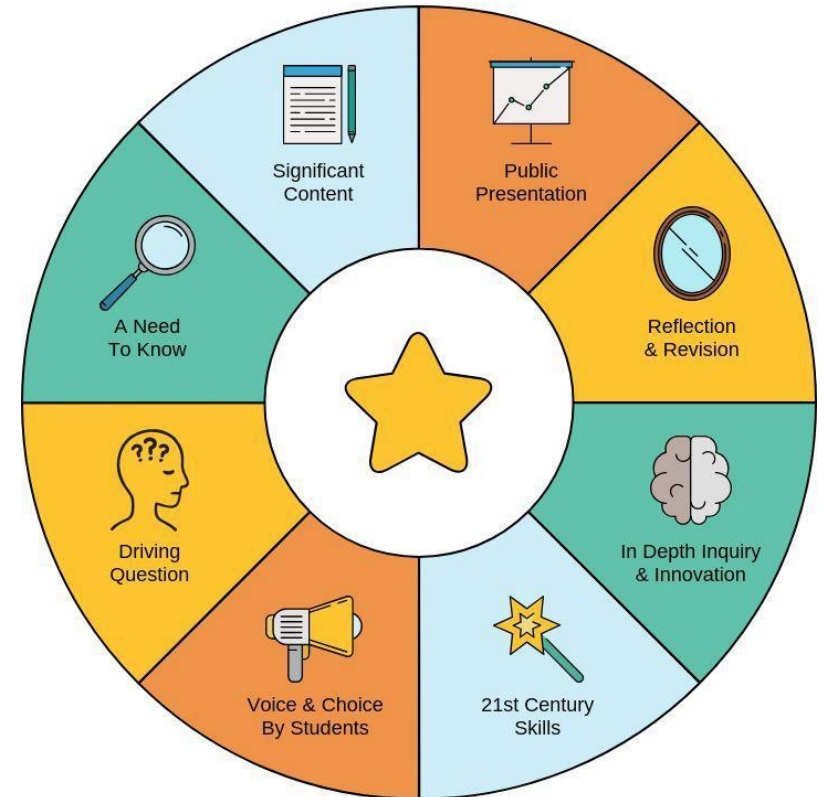
The students will be placed into smaller homegroups during the second week of the program for assessment and pastoral care purposes.

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 skills by investigating and responding to an engaging question, problem or challenge.

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

Innovation

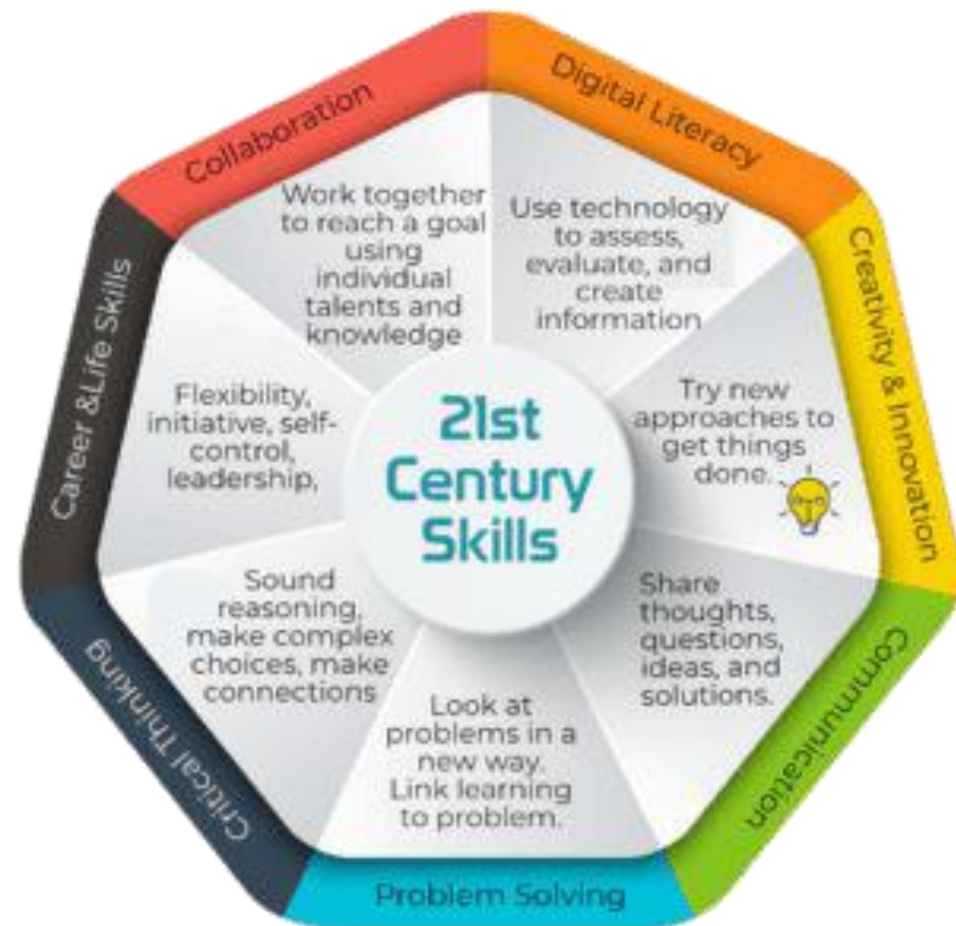
Communication

Problem Solving

Critical Thinking

Career

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	Research Review article 2	Electives	Trail: 1000 Steps	Electives	Community Service / Rock Climbing (8:45-10:30)
S2						
S3	Mental first aid/ Psychology-self criticism/ Mindfulness		Research Review Conclusion			
S4						
S5	Community Service / Rock Climbing A (1:30-3pm)		Research Review teacher feedback in class		Research Review working on articles 2 and 3	Hip Hop 2-3pm
S6						

Where does it take place?

The Loft at UHS



The Loftgarden

Melbourne



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, for example:

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.

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



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

- 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 they will pursue further information and data on their topic.

Future Solutions - Groups present their research and an innovation in response to an identified 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
ABC0001

Class 9G1

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/1qa_PGf5QM0MFe8HZ4S49dd76ng5ailra1LQqfdrs6w/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 the program.

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 and their parents at the beginning of each year.

The information evening provides students and parents with an opportunity to ask questions and meet the Galileo Team.

Times and dates for Galileo information evenings will be communicated through Compass.