



2018
Year 9 Program

Year 9 Core Subjects

English

Course Content: The course covers the three modes of language: writing, speaking and listening, and reading and viewing. Students study a variety of texts which may include novels, poetry, short stories and non-print texts.

Responses to texts are creative, persuasive analytical and comparative. Students write for a variety of purposes and audiences. Students are expected to demonstrate a mastery of the writing process, through the presentation of refined and well drafted pieces. Oral activities and presentations, both group and individual, are integrated into all parts of the course. Students are encouraged to develop collaborative learning and higher order thinking skills through their participation in the City Experience Program. The students participate in a wider reading program which enables them to develop and extend their literacy skills.

Mathematics

Course Content: Students in Year 9 Mathematics will develop skills and knowledge across three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The learning focus for each of these content strands are as follows:

- **Number and Algebra:** Arithmetic computations and applications to financial mathematics. Transposing and simplifying algebraic expressions. Sketching linear relationships and simple non-linear relations.
- **Measurement and Geometry:** Area of composite shapes, surface area and volume. Application of Pythagoras' Theorem and the trigonometric ratios. Use of ratio and scale factors in similar figures.
- **Statistics and Probability:** Probabilities of events. Represent data appropriately for statistical analysis.

Across these areas, students are provided opportunity to develop their capacity for mathematical reasoning and problem solving in both abstract and real-world contexts.

Science

Course Content: Year 9 Science encompasses such diverse ideas as:

Biological Sciences: Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

Chemical Sciences: All matter is made of atoms, which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both nonliving and living systems and involve energy transfer.

Earth and Space Sciences: The theory of plate tectonics explains global patterns of geological activity and continental movement.

Physical Sciences: Energy transfer through different mediums can be explained using wave and particle models.

Commerce

Course Content: The course provides an introduction into the Australian economy and teaches students the basics of

budgeting, banking and credit awareness, as well as their legal rights and responsibilities. Basic economic concepts such as scarcity, needs and wants and also explored. Students also examine current economic issues, where they must think critically about the problems and solutions that exist in the Australian economy. Assessment includes a research task, testing and bookwork.

Digital Technologies

Course Content: In Year 9 aims to develop students' Information Technology skills. In an environment in which it is no longer enough to be "not good with computers", students need to be confident with a range of software and know how to learn to use software independently. In Year 9, students work with common office applications such as word processing and spreadsheet software; they learn skills with digital imaging and design software; they learn about animation software and audio editing software. Throughout the course, the focus is on creating products to meet the needs of an audience or client, and on fostering independent learning.

Geography

Course Content: The course provides an introduction into the Australian economy and teaches students the basics of budgeting, banking and credit awareness, as well as their legal rights and responsibilities. Basic economic concepts such as scarcity, needs and wants and also explored. Students also examine current economic issues, where they must think critically about the problems and solutions that exist in the Australian economy. Assessment includes a research task, testing and bookwork.

Health Education

Course Content: Health Education examines a range of factors that affect health and development in individuals and the community. It develops the knowledge and skills that promote healthy growth, effective relationships and the safety and wellbeing of individuals. Students will participate in discussion, analysis, decision making and evaluation of various health issues including:

- Risk Taking -including Drugs and Alcohol, Body Image and Self-esteem
- Physical, Social, Mental and Spiritual Health and Wellbeing
- Sexual Health and Respectful Relationships
- Lifestyle Diseases

History

Course Content: A study of Australian History, beginning with Indigenous Australian History prior to European settlement. The course also examines the Industrial Revolution, convicts, Federation and World War 1. Students develop skills such as source analysis and interpretation, close reading of various types of texts, historical research and writing. Assessment includes an extended research task, testing and bookwork

Physical Education

Course Content: Depending on the elective chosen by the class, students will measure their own fitness level and will maintain regular participation in moderate to vigorous physical activity They will combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students choose two units from those listed below. Each unit runs for one semester.

Fitness: Activities may include a fitness assessment, aerobics, power walking, cycling, weight and circuit training.

Court sports: Sports such as Netball, Basketball, European Handball, Volleyball and a range of other sports played on a Court. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

Bats and sticks: Sports such as Bat Tennis, Lacrosse, Hockey, Softball, Cricket and Badminton. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

Sports bag: Students will be involved in a number of modified minor games.eg. Bench Ball, War Ball, Bomber and Flyers, Run the Gauntlet and many more. Students may also get the opportunity to make up their own game and introduce this to their classmates.

FOOTBALL CODES: A variety of football codes such as Soccer, Rugby, Touch Football and AFL rules will be covered. Skill practices and fitness activities relating to that code of football will also be covered.

MOVE AND GROOVE: Students will have the opportunity to participate in a variety of performance based units such as, Aerobics, Dance, Gymnastics and Cheerleading. Students will learn basic moves and choreograph their own performances. Students must be willing to perform in front of their peers.

Clothing Required: College sports jacket, College track pants with logo, College shorts, College polo shirt, College rugby top, white socks, good supportive runners (not street shoes).

Year 9 Electives

- In Year 9, students will study both core and elective subjects. Core subjects are compulsory and are explained below.
- Students will be offered a variety of elective subjects which are offered as either year long or semester length subjects.
- All students are required to select **at least ONE elective from The Arts Learning Area**
- Students can select from a combination of semester and year-long electives
- Students can only select ONE year long elective

Full year electives	
Arabic	Japanese
French	Food Technology
Italian	-

Semester electives	
Computer Science – Game Design	Materials - Fabrics
Computer Science – Web Development	Mosaic Madness
Creations	Music
Dance	Outdoor Education
Digital Photography	Printmaking (relief wood and/or lino)
Drama	Studio Arts - Sculpture
Fabric Art	Visual Communication and Design
Information Technology for Business	-

Arabic

Prerequisite: Year 8 Arabic

Course Content: Students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification, elaborating on opinions, and expressing agreement or disagreement. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms, future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others' and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.

Students identify the meaning and emotions conveyed in spoken texts, and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.

Computer Science - Game Design

Course Content: Information Technology is at the heart of much of what we do on a day to day basis. Computer Science aims to enable students to control computers and create information products by programming. In this elective students use the Gamemaker programming environment to create specific video games as a way of learning fundamental programming concepts. Students then devise and create a game of their own which shows off their skills and understanding of programming concepts and skills. This course is suited to students with a flair for designing or programming or both. It is the perfect precursor to Year 10 Computer Science, and VCE Computing, including Informatics and Software Development.

Computer Science - Web Development

Course Content: In CS Web Development, students will learn about the fundamental concepts underpinning all forms of computer programming, using web design and programming as a medium. Students work in HTML and CSS to construct websites and then use PHP (a general-purpose programming language) to add interactivity to their websites. This course is suited to students with interest in either design, or programming or both. It is the perfect precursor to Year 10 Computer Science, and VCE Computing, including Informatics and Software Development

Creations

- Course Content: This course focuses on using visual interest in creativity and in using a range of materials to create original art works. Creations offers students a unique opportunity to experiment with and explore a range of materials, techniques and processes to create innovative and creative art works:
- Wire Sculptures incorporating different gauges and colours of wire.
 - Jewellery making incorporating wire, beads, ribbons and related materials.
 - Dreamcatchers and or Decoupage plates
 - Clay candle holders and pots

Dance

Course Content: Dance aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It further extends students' confidence in themselves and an appreciation of the contributions made and the talents of others. Students develop their work through constructive criticism, aesthetic appreciation and responses to each other's contribution, ideas and performance work.

Students study the following:

- Interpretive Movement: Students create pieces of dance and drama that are performed to the class.
- Ensemble Work: Theme or Issue based group work. This unit of work enables the student to use a contemporary theme or issue to create a short piece suitable for a group performance.
- Audition Performance: In this unit, students create their own audition piece, which may include song, music, dance or melodrama. Students may perform a scripted audition piece.

Digital Photography

Course content: Students are given the opportunity to explore different means of expression through Digital Photography and Digital Imaging. The class may select from various photographic themes and refine imaging techniques to produce a folio of artworks. A variety of approaches and techniques will be investigated. Students will be given the opportunity to experiment with and learn about numerous imaging tools and applications such as:

- Canon digital SLR cameras and lenses
- Professional industry software - Adobe Photoshop, Adobe Lightroom

Students will research how and why artists use photographic techniques as a means of personal expression or means of communication. Students will discuss, analyse, interpret, and compare works of relevant artists and be asked to respond analytically. Students are expected to plan, design and complete artworks exploring the various ideas and media presented. They need to maintain a visual diary recording their experiences, design processes and notes on relevant artists and their works.

Drama

Course Content: Drama aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It further extends students' confidence in themselves and an appreciation of the contributions made and the talents of others. Students develop their work through constructive criticism, aesthetic appreciation and responses to each other's contribution, ideas and performance work.

Students study the following:

- Ensemble Work: Caricature and Stereotype based on the theme of 'comedy'

- Solo Performance: This area gives the students an opportunity to practice solo performance skills and gain confidence in performing outside a group situation
- Melodrama: This unit of work looks at melodrama and its characters

Fabric Art

Course Content: This course offers an enjoyable variety of experiences whilst learning new skills. Students will have fun in material dyeing and applying self-designed iron-on transfers which will allow you to create your own masterpiece.

Students will be given the opportunity to experiment with, and learn techniques and applications such as:

- Procion Dyes - colourful immersion dyeing
- Designing iron-on transfers

Food Technology

Course content: Year 9 Food Technology studies the safe and hygienic preparation of food, as well as provides opportunity for ongoing practical skill development. This is achieved by learning about the following topics:

- Food production - simple and complex processes
- Nutrition
- Multi-cultural foods
- Convenience foods
- Labelling and marketing of foods
- Bush Foods
- Sustainability issues surrounding food and eating practices.

Other Information: Students will require two tea towels and a food container. There is a 2018 levy of \$135 to pay for food purchased for this subject.

French

Prerequisites: Year 8 French

Course Content: Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the past tense (*passé composé*) of regular verbs. They recognise the form and function of reflexive verbs and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (*formal and informal*)

language, body language) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words. Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

Information Technology for Business

Course Content: This course teaches the IT skills needed to successfully operate a small business. These include some graphic design software used to generate a corporate identity, web design software used to promote a business, office software used for communicating effectively with suppliers and clients and keeping records and analysing data. Students will also develop simple accounting skills with spreadsheet software. The focus of the course is on the real-world use of software and on developing skills that will be of use in a variety of workplaces, as either a business owner or employee. Students will develop a portfolio of resources for a chosen business.

Italian

Prerequisites: Year 8 Italian

Course Content: Students' vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between the Italian language and culture. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

Students experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time. They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

Japanese

Prerequisites: Year 8 Japanese

Course Content: Students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements. Students ask and respond to questions, using spontaneous language. They provide explanations, opinions and reasons. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and

extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose. They extend or qualify their message by using adverbs and link ideas by using conjunctions. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、 で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese. Students explain how Japanese cultural values such as the importance of community, 内(うち)/外(そと)、 respect, and consideration for others are embedded in language and behaviours.

Materials - Fabrics

Course content: In Fabrics, students are able to design and produce textiles products, and then self- evaluate the effectiveness of their work. Students investigate the strengths and limitations of a variety of tools, processes and materials. They learn to prepare detailed design proposals, and then use tools and processes to develop their products. Students create products such as pin cushions, boxer-shorts and decorative cushions. The course culminates with the design and production of a product chosen by the student. Self-motivated, creative and practical students will find a great outlet for their abilities in Fabrics.

Mosaic Madness

Course Content: This course stimulates the imagination. You will enjoy the journey of creating an art piece using glass or ceramic tiles in an explosive range of colour. You will master the use of tools, materials and techniques necessary to express your own unique style.

You will enjoy a variety of experiences whilst learning new skills.

Students will be given the opportunity to experiment with, and learn methods and applications such as:

- Making mosaic mirrors, mystical garden ware and objects
- Design 3D objects using the appropriate application method/s see TOB

Music

Course Content: Music aims to engage students in music making and musical appreciation. Year 9 Music builds on the skills and knowledge covered in the previous years of study. Students work in small groups to develop the skill of working together to play music. Songs are chosen in collaboration with the teacher and students engage in a public performance of completed songs. Music covered during the year includes pop, blues, rock, funk, world music, jazz alternative as well as classical. Students focus their learning

on the following areas during the Semester:

- Vocal and instrumental performance
- The study of past and present musical styles
- Music technology
- Music theory and general musicianship
- Analytical listening and music appreciation
- Collaboration with other musicians in a group

Outdoor Education

Course Content: Students will learn the skills and knowledge to safely participate in outdoor recreation activities and to respect and value natural environments. Students will develop an understanding of human relationships with nature through a combination of practical experiences in the outdoors and theory. They will learn that outdoor environments have become places of adventure, relaxation, scientific study and conservation. Students will be expected to participate in a range of outdoor adventure activities including cycling, water sports, bushwalking and overnight camping.

Printmaking (relief wood and/or lino)

Course Content: Students explore the different techniques related to printmaking. This includes some of the followinglino printing, Intaglio, woodblock techniques, stencilling and silk screen techniques.

Students will research how and why artists use printmaking techniques as a means of personal expression or means of communication. Students will discuss, analyse, interpret, and compare works of relevant artists and be asked to respond analytically. Students are expected to plan, design and complete artworks exploring the various ideas and media presented within their sketchbooks. They need to maintain a visual diary recording their experiences, design processes and notes on relevant artists and their works. Drawing is a necessary component of the all the printing processes.

Studio Arts: Drawing/Painting

Course content: Students are given the opportunity to explore different drawing and painting techniques. This study enables students to explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. Students will be given the opportunity to develop drawing skills using pencil, charcoal ink and pastel. In painting students will be able to create a canvas using acrylic and oil paint. Some of the tasks include:

- Still Life Drawing
- Portrait painting on canvas
- Watercolour and Ink
- Gouache

Studio Arts: Sculpture (clay and mixed media)

Course content: Students are given the opportunity to explore different materials and explore form using various styles and techniques. This study enables students to explore the visual arts practices and styles as inspiration to develop a personal expression of ideas, concepts and themes in art works. Students will be given the opportunity to develop construction skills using papier-mache, clay and found objects to create a 3Dimensional sculpture. In this elective, students will be able to create a sculptural construction which will have been developed on paper initially then translated into a 3 dimensional artwork.

Some of the tasks include:

- Different clay-forming and hand building techniques;
- Understanding firing procedures - Greenware and bisque;
- Three-dimensional construction and assemblage techniques.

Visual Communication and Design

Course content: Visual Communication Design conveys ideas and information to an audience through visual language. Students develop conceptual and aesthetic understandings **about** design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Students learn about design, and the role of the visual communication designer and their contribution to society.

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications.



YEAR 9 2018 – ELECTIVE SELECTION FORM

Name: _____ Student Code: _____ Form (2017): _____

Do you intend to study at PVGC in 2018? YES / NO (Please circle)

COMPLETE THIS TABLE WITH YOUR YEAR 8 – SEMESTER 1 GRADES

Subject	Grade	Subject	Grade
English/EAL		Maths	
Science		Humanities	
LOTE		Music	
Literacy		Art	
Drama		PE	
Food Technology		Technology Studies	

YEAR 9 CORE CURRICULUM

English/EAL	Maths	Science
History	Commerce	Geography
Health	Physical Education	Digital Technologies

In 2018 ALL students will participate in the 'City Experience' Program.

This is a compulsory part of the Year 9 core curriculum.

ELECTIVE CURRICULUM

Please be advised that most Year 9 electives will have an **approximate** cost of \$40.00 in 2017 **except Food Technology which will cost approximately \$135.00**. The costs are for items, activities or services offered in addition to the standard curriculum or more expensive items that are required for these subjects.

Complete your preferences on the other side of this page and return to the General Office ASAP but no later Monday 28th August 2017.



YEAR 9 2018 – ELECTIVE SELECTION FORM

Name: _____ Student Code: _____ Form (2017): _____

LIST OF ELECTIVE CHOICES

Semester electives	Preference (number 1-6)
The Arts Learning Area	
Creations	
Dance	
Digital Photography	
Drama	
Fabric Art	
Mosaic Madness	
Music	
Printmaking	
Studio Arts – Drawing/Painting	
Studio Arts – Sculpture (clay/mixed media)	
Visual Communication and Design	
Other Learning Areas	
Computer Science – Game Design	
Computer Science – Web Development	
Information Technology in Business	
Materials – Fabric and Design	
Outdoor Education	
Year-long electives	
*If you select these subjects you will use 2 of your preferences	
*Arabic	
*French	
*Italian	
*Japanese	
*Food Technology	

NOTES:

- This form **MUST** be returned to the General Office no later than **Monday 28th August 2017**
- As classes are limited to 25 students, preference will be given to students returning this form by the due date
- Every effort is made to give students their preferences, but this is not always possible
- Students will study **FOUR electives throughout the year** (TWO each semester) but are asked to indicate 6 preferences in order of priority
- All students are required to select at least ONE elective from The Arts Learning Area
- Students can select from a combination of semester and year-long electives
- Students can only select ONE year long elective
- Indicate your elective preferences (on the left) in order of priority using the numbers 1-6

Student signature:

Parent signature:

Date: _____