

Year 9 Subject Selection Handbook 2017



BUCKLEY PARK COLLEGE



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CONTENTS

To Students & Parents,	2
YEAR 9 CURRICULUM OUTLINE.....	3
YEAR 9 UNITS	4
THE ARTS	4
ENGLISH.....	6
HEALTH AND PHYSICAL EDUCATION (HAPE).....	7
HUMANITIES.....	9
LANGUAGES.....	10
MATHEMATICS	11
SCIENCE	11
TECHNOLOGY	13
YEAR 9 SEAL CURRICULUM OUTLINE	15
YEAR 9 SEAL UNITS.....	16
ENGLISH.....	16
HUMANITIES.....	17
LANGUAGES.....	17
MATHEMATICS	18
SCIENCE	19
HEALTH AND PHYSICAL EDUCATION (HAPE).....	19

To Students & Parents,

At Buckley Park College we are proud of the variety of programs in place to ensure that you are given every opportunity to reach your full potential through participation, enjoyment and active learning.

During the course of the year you will grow in confidence, independence and accomplishment.

In Year 9 you'll undertake a range of core and elective subjects within the disciplines of English, Humanities, Science, Mathematics, Languages, The Arts, Technology, Health and Physical Education.

We expect you to grasp learning opportunities with an open mind and seek out ways to be actively involved in school life. A key feature of our Year 9 program is the "Take a Stand" Project which builds empathy, ethical understanding and independence; as well as team-work through action research and inquiry. Active involvement at school also includes participation in co-curricular activities such as sporting teams, debating club, SRC, our annual production, music ensembles and bands.

We are ambitious for our young people as we prepare them to be the creators, discoverers and inventors of the future, participating as responsible and productive citizens committed to the achievement of a just and sustainable world.

To achieve this ambition, our learning experiences are structured to build the capacity for:

- pursuing individual excellence
- brave, critical and creative thinking
- valuing original ideas and demonstrating enterprise and innovation
- acting honestly and ethically
- accepting both individual and collective responsibility
- contributing to community development
- committing to social justice
- tolerance, acknowledging diversity, respecting difference and encouraging distinctiveness
- developing powerful and positive interpersonal relationships
- optimism, considered risk-taking and perseverance
- respecting and preserving the environment
- meaningful life-long learning

Our college motto "Build Your Wings" reflects the approach we embrace to the development of students over the course of their secondary school years. Students who set themselves challenging goals, are courageous in contributing to school life and try their best in all that they do, are ready to leave the nest and fly confidently with strong minds and a capacity to actively contribute to society.



Nathan Chisholm

Principal

YEAR 9 CURRICULUM OUTLINE

The Year 9 program at Buckley Park College is planned in alignment with the Victorian Curriculum and in 2017 all Learning Domain areas will report against Victorian Curriculum standards.

CORE SUBJECTS **Number of periods per week**

English	4
Mathematics	4
Science	3
Humanities	4
Health and Human Relations	2
Physical Education	2
Sport	2
Languages (German or Japanese) OR	
English Skills	3
Connections	1

ELECTIVE SUBJECTS

Students choose 2 Semester units from the Arts group of subjects and 2 Semester units from the Technology group. Each elective subject is allocated 3 periods / week.

Requirements:

- Each elective unit may only be taken **once** per year
- Students **MUST** choose an 'Information Technology' based subject – marked*

The Arts group	Technology group
<ul style="list-style-type: none">▪ Drama▪ Media▪ Music▪ Art (2D and 3D)▪ Visual Communication Design*	<ul style="list-style-type: none">▪ Food Technology▪ Digital Technology▪ Electronics▪ Wood Technology▪ Writers workshop

YEAR 9 UNITS

THE ARTS

UNIT: YEAR 9 DRAMA

Unit Description

In this unit students learn about creating complex dramatic works using a range of stimuli such as music, literature, historical accounts or a current social issue. Developing the dramatic works requires research, selecting and structuring dramatic elements, rehearsing and presenting. Students record their experiences and observations of their own and others' work in their drama journal. They learn to analyse performances and attend and review a theatre production. Students learn about Commedia Dell'Arte through the use of Commedia masks, developing 'lazzi's' and creating stock characters. Students compare and contrast Commedia techniques with modern comedy and soap operas. Students study a range of play scripts and rehearse and present selected scenes.

Areas of Assessment

- Class-based performance activities
- Ensemble performance
- Performance review
- Theatre history task

UNIT: YEAR 9 MEDIA

Unit Description

We consume an average of 9 hours of media every single day. Understanding the way the media works and the products it creates is essential to being a citizen in the modern world. After an in-depth study of film genre students will write, film and edit their own short film. They will also research a film role and undertake this role in their production. Students will also gain an appreciation of quality professional films, images and advertising and how they can create meaning for an audience.

Areas of Assessment

- Analysis
- Production
- Industry and Issues

UNIT: YEAR 9 MUSIC

Unit Description

Year 9 music aims to develop students' performance, composition and analytical skills through varying assessment tasks focusing on music in film and electro-acoustic music. Throughout the semester students work in small groups using their instrument of choice to learn and perform several works which are then performed for the class. Although not a requirement, it is highly recommended that students have access to their own instrument of choice at home to meet the level of practice required for successful study. Music technology is explored through the recording and manipulation of acoustic sounds which are then used to create several compositions based on the electro-acoustic style. The use of music in film gives students a chance to explore the elements of music and how they can be shaped to affect the response of the audience. Students experiment with various music, set to different film clips and analyse its effects, leading to the creation of their own music to accompany a short clip.

Areas of Assessment

- Performance
- Composition
- Listening and appraising music

UNIT: YEAR 9 ART (2D and 3D)

Unit description

This unit provides students with the opportunity to develop skills and techniques used in the production of artworks on paper and on fabric. Students select specific elements and principles of design of each artwork. Techniques and media explored include painting, drawing, screen-printing (on fabric or paper), lino-printing, collage, mixed media, rendering, observational drawing and an introduction to photography. Art appreciation in this unit encourages students to gain an understanding of specific cultural and historical contexts of works of art as well as in art criticism through their own and others' artworks.

This unit involves the development of skills and techniques used in the construction of ceramic forms and sculpture. Techniques and skills explored in ceramics include slab, pinch, coil, press mould, slip and, mould with under-glazes, incising, relief work, coloured slip, oxides and dimensional mediums being used for surface decoration. Types of sculpture explored include mobiles, free standing, relief and kinetic works. Media used to create these sculptures include paper, plaster and wire. Art appreciation in this unit encourages students to gain an understanding of specific cultural and historical contexts of works of art as well as in art criticism through their own and others artworks.

Areas of assessment

- Folio
- Finished artworks
- Art appreciation

UNIT: YEAR 9 VISUAL COMMUNICATION DESIGN (VCD)

Unit Description

In this unit students explore strategies for design thinking in responding to a number of specific communication needs. Students will look at the cultural and historical impacts on design and will analyse how designs are constructed to target a specific audience and achieve a purpose. Students will develop skills in using the design elements and principles, instrumental drawing, hand rendering and computer generated techniques to produce two and three-dimensional solutions to set work briefs.

Areas of Assessment

- Folio: contents of folio
- Research report: written analysis which demonstrates an understanding of design elements and principles.
- Design folio: work brief, all developmental work and final presentations, including a written evaluation.
- Final Presentations

ENGLISH

UNIT: YEAR 9 ENGLISH

Unit Description

In this subject students study and respond to a range of texts that have been written for a variety of purposes and audiences. In speaking and listening activities students develop skills that enable them to examine different perspectives on complex themes and issues. In shared and individual reading students are taught more critical ways of reading and responding to texts. Students continue to write in a variety of modes with an emphasis on creating more detailed and complex pieces.

Areas of Assessment

- Writing folio
- Text response
- Issues and arguments
- Oral activities

UNIT: YEAR 9 ENGLISH SKILLS

Unit Description

This unit is designed to strengthen core literacy skills to enable students to better meet the literacy demands of school. This unit is undertaken as an alternative to Languages. Students are involved in a program that focuses on reading for meaning, spelling and writing. They are also involved in speaking and listening activities.

Areas of Assessment

Students receive a descriptive assessment on their progress.

UNIT: YEAR 9 WRITERS WORKSHOP

Unit Description

In this elective students will publish online their own original writing. Students will take control of the design and development of the website they will use to publish their writing, and produce or source relevant images for the purposes of extending their ideas. Students will develop their work with a specific audience and purpose in mind and will use the appropriate form and language conventions for this audience. In this elective students will also contribute written material to the *Buckley Buzz*, as negotiated with their teacher and the magazine's student editorial committee.

Areas of Assessment

- Published work
- Analytical exercise
- Buckley Buzz folio



HEALTH AND PHYSICAL EDUCATION (HAPE)

UNIT: YEAR 9 HEALTH AND HUMAN RELATIONS

Unit Description

In this unit students discuss their own values, attitudes and behaviours. They examine issues associated with friendship and sexual relationships. Students investigate and identify the major causes of illness, injury and death in Australia. They explore a range of mental health issues relevant to supporting their mental and emotional needs. Students examine attitudes to risk-taking and develop strategies to deal with inappropriate risk-taking behaviour.

Areas of Assessment

- Areas of Assessment
- Class participation
- Workbook
- Assignments

UNIT: YEAR 9 PHYSICAL EDUCATION

Unit Description

This unit aims to develop students' understanding of movement patterns and tactics in a wide variety of team and individual sports. Students apply their physical skills and tactical skills in game situations, planning activities and through peer teaching. In theory classes students explore the use of drugs in sport and the effect of drugs on athletes. Students also complete a structured task where they look at their body's response to exercise.

Areas of Assessment

- Preparation and participation
- Skills assessment
- Fitness assessment
- Assignments

Requirements

The college sport uniform is to be worn in all Physical Education classes and Sport classes and at all interschool and house sporting events. The required uniform is:

- Red polo shirt with college logo (students may wear a T-shirt in their house colours for inter-house sports)

- Black basketball shorts
- Black tracksuit pants
- Green polar fleece jumper with school logo
- White socks
- Sports shoes
- School bucket hat or cap may also be worn as part of the sports uniform
- Mouth guard

UNIT: YEAR 9 SPORT

Unit Description

Each term students choose from a range of sports - both school and community based. Students learn all aspects of the sport, including skills, rules, coaching, umpiring and scoring. The emphasis is on participation and on sport, leadership and fair play. Students take on a range of roles, both as players and officials.

Requirements

The college sport uniform is to be worn in all Physical Education classes and Sport classes and at all interschool and House sporting events. The required uniform for Sport is the same as the uniform required for Physical Education.

- Students will be required to pay for community based activities

HUMANITIES

UNIT: YEAR 9 HUMANITIES

Unit Description

In this unit students learn about Australia's position in the world from an historical, economic and geographic perspective. Students discover how Australia developed in the 19th and 20th centuries in terms of social, political, cultural and commercial structures and traditions. From this students form an understanding of Australia's role in the modern world. Students consider people's organisation and use of resources, both in Australia and globally and its impact on their standard of living. Students will also be involved in a local community service program in semester one and participate in an investigative project based on Melbourne in semester 2.

Areas of Assessment

- Presentations
- Extended responses
- Analytical exercises

LANGUAGES

UNIT: YEAR 9 GERMAN

Unit Description

In this subject students learn to produce longer and more varied text and to extend their comprehension skills further. Students learn to provide factual information and express opinions in short conversations, role-plays or oral reports. The course covers such topics as the culture of German-speaking countries, places, talking about travel and the weather, leisure activities, social interactions, clothing, food, describing people and daily routines.

Areas of Assessment

- Listening
- Speaking
- Reading
- Writing

UNIT: YEAR 9 JAPANESE

Unit Description

This unit provides students with opportunities to understand and use Japanese within the world of teenage experience on topics related to events of general interest, topics drawn from other key learning areas, and the media. Students describe their likes, dislikes, friends, food, fashion, events and seasonal activities. They are exposed to a range of text types and produce items including plays, brochures and menus. Interview and public speaking skills are also explored in this unit. Students compare and analyse the differences between the cultures and languages of Japan and Australia.

Areas of Assessment

- Listening
- Speaking
- Reading
- Writing

MATHEMATICS

UNIT: YEAR 9 MATHEMATICS

Unit Description

This unit aims to develop students' mathematical skills so they are able to deal confidently and competently with daily life, employment, further study and other interests. They are required to interpret and communicate quantitative and logical ideas clearly and precisely. Students will use technology, including Hot Maths, to appropriately and effectively enhance their learning in Mathematics. Students will be required to maintain a Maths Journal that contains relevant notes, examples, explanations and summaries.

The topics studied within the Year 9 Mathematics course are reviewing number, Pythagoras' theorem, linear equations, trigonometry, statistics, indices, algebra techniques and linear relations.

Areas of Assessment

- Students will be assessed on the topic tests completed at the end of each topic.
- Technology applications and projects

SCIENCE

UNIT: YEAR 9 SCIENCE

Unit Description

Science is a human activity that affects the way we understand and interact with the Earth. Students continue to develop their understanding of the ways science influences, and is influenced by society. Students take a more independent role as they learn to identify problems, plan and conduct investigations, process information, and make conclusions and predictions based on evidence. They learn to construct evidence-based arguments and use an increasing variety of ways to communicate their understanding and report and evaluate their findings, and the findings of others. Students will study the major areas of science listed below.

- **Biological Science:** Multicellular organisms: response to change;
Matter and energy in ecosystems.
- **Chemical Science:** Chemical reactions: living and non-living systems.
Atomic structure and radioactivity.

- **Earth and Space Sciences:** Dynamic Earth: plate tectonics.
- **Physical Science:** Harnessing energy

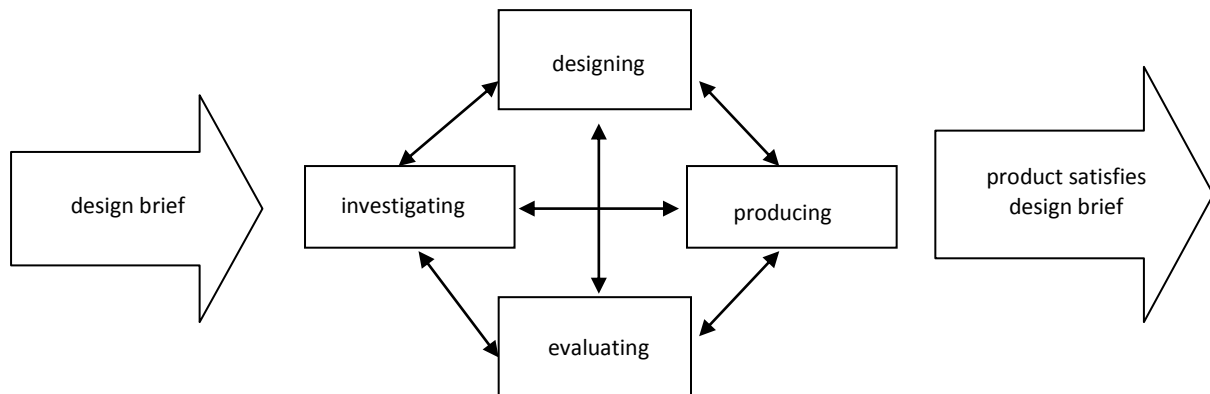
Areas of Assessment

- Research tasks
 - Practical reports
 - Tests
-



TECHNOLOGY

In all Technology subjects students acquire a range of skills and techniques through a work sequence of investigating, designing, producing and evaluating the production process. This is shown in the diagram:



UNIT: YEAR 9 FOOD TECHNOLOGY

Unit Description

This unit acknowledges that food is central to our lives and our health is influenced by the food we eat. Students explore technology by using skills to produce food products reflecting a multicultural society; the knowledge learned helps them make informed food choices. Changes in lifestyle mean that students need to be able to apply a range of techniques, equipment and procedures that minimize cost and effort without compromising good health. As part of the design process students need to be able to critically evaluate the end product effectively. Students also investigate the role of Australian Standards including packaging, labelling and food additives.

Areas of Assessment

- Practical assignments, test
- Practical work
- Folio tasks

Requirements

Students are required to bring to class a loose-leaf folder/exercise book to theoretical classes. A container should also be brought to practical classes so that students can safely transport their food products from class to home.

- There will be a cost associated with this subject.

UNIT: YEAR 9 DIGITAL TECHNOLOGIES

Unit Description

This unit provides an introduction into existing and emerging Information Systems. Students will study ICT and Information Systems, its uses and functions in society as well as how individuals and organisations use ICT to function. Students will be introduced to game development and hardware and software of computers and product development such as Microsoft Excel and HTML.

Areas of Assessment

- Hardware Build Assignment
- Game Development Project
- People and Technology Presentation
- Program Development - Spreadsheets

UNIT: YEAR 9 ELECTRONICS

Unit Description

In this unit students learn basic electronics fundamentals and construction techniques. The systems approach is used in studying the operation of circuits. Areas covered include: block diagrams, systems, components and symbols, circuit diagrams, Computer Aided Design and manufacture of printed circuit boards and basic circuit testing. Students will make a mini-amplifier. An individual investigation of computer part is also undertaken.

Areas of Assessment

- Investigating and designing
- Producing a mini-amplifier
- Solution to design problems

UNIT: YEAR 9 WOOD TECHNOLOGY

Unit Description

Students are expected to explore a range of factors that affect product design and technological innovations, and incorporate these skills into completion of a set task. They are also required to justify how they provided a solution to their task. They also become aware of professional organizations whose aim is to monitor quality control.

Areas of Assessment

- Design processes
- Completed production pieces

YEAR 9 SEAL CURRICULUM OUTLINE

Program structure at Year 9

In Years 1 to 3 of the Select Entry Accelerated Learning Program (SEAL) students undertake an accelerated program in core subjects, so that by the end of the third year, students have achieved the equivalent of Year 10 (or level 6 in the relevant VELS domains). The following exceptions apply:

- **Languages:** SEAL students undertake an enrichment program in German or Japanese, depending on which language was undertaken in Year 7.
- **Year 9 elective subjects:** SEAL students participate in Year 9 electives on the same basis as all other Year 9 students.
- **Year 9 Physical Education, Health and Human Relations, and Sport.**

Consequently, the program structure for the **Year 9 SEAL** is as follows:

CORE SUBJECTS Number of periods per week

English (Accelerated)	4
Mathematics (Accelerated)	4
Science (Accelerated)	3
Humanities (Accelerated)	4
Health and Human Relations	2
Physical Education	2
Sport	2
Languages: German (Enrichment)	3
or	
Languages: Japanese (Enrichment)	3

ELECTIVE SUBJECTS

Students choose 2 semester units from the Arts group of subjects and 2 semester units from the Technology group. Each elective subject is allocated 3 periods per week.

Requirements

- Each elective unit may only be taken once per year
- Students **MUST** choose an 'Information Technology' based subject – marked *

Arts group	Technology group
▪ Drama	▪ Digital Technology

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Media ▪ Music ▪ Art (2D and 3D) ▪ Visual Communication Design* | <ul style="list-style-type: none"> ▪ Food Technology ▪ Electronics ▪ Wood Technology ▪ Writers Workshop |
|---|---|

The following section includes subject entries for all “accelerated” or “enrichment” subjects in the SEAL. Information about all other subjects follows Year 9 SEAL Units.

YEAR 9 SEAL UNITS

ENGLISH

UNIT: YEAR 9 ENGLISH (SEAL)

Unit description

In this unit students will continue to develop a critical appreciation and understanding of a variety of complex texts. In shared and individual reading students will continue to interpret and analyse a range of classic and modern texts, developing a capacity to relate their knowledge to contemporary society or personal experience. In speaking and listening activities students will continue to develop the capacity to produce reasoned arguments about the interpretation and meaning of a variety of texts. Students will continue to develop essay writing and research skills. Student writing is further developed through the exploration of more complex themes and by developing confidence and skill drafting, proof reading and editing work.

Areas of Assessment

- Writing folio
- Text response
- Issues and arguments
- Oral activities
- Examination

HUMANITIES

UNIT: YEAR 9 HUMANITIES (SEAL)

Unit Description

In this unit students learn about Australia's position in the world from an historical, economic and geographic perspective. Students discover how Australia has developed in terms of social, political, cultural and commercial structures and traditions and analyse some significant events and ideas in shaping world history in the twentieth century, notably World War One, the Depression era, the rise of Hitler and World War Two.

In geography students consider people's organisation and use of resources, both in Australia and globally and its impact on their standard of living with a focus on Urbanisation. Students will also be involved in a local community service program, participate in an investigative project based on Melbourne and explore the nature of work and personal finances. Individual and Government decision making is looked at through a study of Australia's legal and political systems.

Areas of Assessment

- Presentations
- Extended responses
- Analytical exercises
- Examination

LANGUAGES

UNIT: YEAR 9 GERMAN (SEAL) – “Offered in odd numbered years”

Unit Description

In this subject students learn to produce longer and more varied texts and to extend their comprehension and language production skills still further. Students learn to provide information and express opinions in conversations, role-plays, interviews or oral reports. Students continue to develop their understanding of how the German language works as a system. The course covers such topics as the culture of the German-speaking countries, places, directions, travel, friendship, communication, describing people, media, sport, shopping and clothing.

Areas of Assessment

- Listening

- Speaking
- Reading
- Writing
- Examination

UNIT: YEAR 9 JAPANESE (SEAL) – “Offered in even numbered years”

Unit Description

This unit provides students with opportunities to understand and use Japanese within the world of teenage experience on topics related to events of general interest, topics drawn from other key learning areas, and the media. Using an expanded vocabulary, students describe their likes, dislikes, friends, school, travel, seasonal activities and their daily routine. They are exposed to a range of text types and produce their own written materials such as travel itineraries, school booklets and story adaptations. Interview and public speaking skills are explored in this unit. Students compare and analyse the differences between the cultures and languages of Japan and Australia.

Areas of Assessment

- Listening
- Speaking
- Reading
- Writing
- Examination

MATHEMATICS

UNIT: YEAR 9 MATHEMATICS (SEAL)

Unit Description

This unit aims to develop students' mathematical skills so they are able to deal confidently and competently with daily life, employment, further study and other interests. They are required to interpret and communicate quantitative and logical ideas clearly and precisely. The students use CAS and other technology, such as Hot Maths, to appropriately and effectively enhance their learning in Mathematics. This unit will extend and challenge students by focussing on mathematical concepts and learning standards normally covered in the Year 10 course.

The topics studied within the Year 9 (SEAL) Mathematics course are selected from, algebra, linear equations, surface area and volume, parabolas, congruence and similarity. Students

will be required to maintain a Maths Journal that contains relevant notes, examples, explanations and summaries.

Areas of Assessment

- Students will be assessed on the topic tests completed at the end of each topic
- End of semester Examination

SCIENCE

UNIT: YEAR 9 SCIENCE (SEAL)

Unit Description

Science is a human activity that affects the way we understand and interact with the Earth. Students continue to develop their understanding of the ways science influences, and is influenced by society. Students take a more independent role as they learn to identify problems, plan and conduct investigations, process information, and make conclusions and predictions based on evidence. They learn to construct complex, evidence-based arguments and use an increasing variety of ways to communicate their understanding and report and evaluate their findings, and the findings of others. Students will study the major areas of science listed below, but the teacher may vary the order.

- **Biological Science:** Genetics Evolution
- **Chemical Science:** Periodic Table and ionic bonding
Covalent bonding and chemical reactions
- **Earth & Space Sciences:** Exploring the Universe
- **Physical Science:** Useful energy transfers and transformations.
Movement and forces

Areas of Assessment

- Research tasks
- Practical reports
- Tests
- End of semester Exam

HEALTH AND PHYSICAL EDUCATION (HAPE)

Unit Description: See above in the Year 9 section for:

Year 9 Physical Education, Health and Human Relations and Sport.

ELECTIVE SUBJECTS

Year 9 elective subjects: SEAL students participate in Year 9 electives on the same basis as all other Year 9 students.

Students choose 2 semester units from the Arts group of subjects and 2 semester units from the Technology group. Each elective subject is allocated 3 periods per week.

Connections

Each student at our school is a part of a *Connections* class. During this time, *Connections* teachers work with students to build strong relationships, to reflect on our values and to actively promote and teach the skills and importance of genuine wellbeing. We believe that when students feel positive and well, that they'll also do well in their studies. Your child's *Connections* teacher will be a significant relationship for them, and for you, particularly during the transition period of Grade 6 – Year 7. We encourage you to communicate with us as often as is required.

At Buckley Park College, we believe that being a school which values, esteems and actively teach positivity, and the skills of wellbeing, is so important. We fully embrace the international research that supports this view. Students across our school will be encouraged to learn about what it is to be truly well; they'll be challenged to think about what makes them really happy and they'll be supported to reflect on how best to handle situations which make them sad, and when times are tough. This is about building the resilience of our young people, so vital to making their way in a complex world.

