Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility
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YEAR 9 PROGRAM 2013

In March 2004, the Minister for Education announced a major review of the current Victorian school curriculum to provide young people with life skills, emphasise independent learning and creative thinking, allow teachers to tailor classes to meet individual students needs and engage Year 9 and 10 students.

The Year 9 program at Mordialloc College takes into account these aims and meets the needs of our students by:

✓ establishing strong student/community connections so students have an understanding of their importance as members of the society
✓ assisting students to develop goals, life skills, resilience and an overall positive sense of self
✓ providing opportunities for students to act as leaders and organisers
✓ giving students the skills to become independent learners
✓ making learning relevant to the lives and interests of students
✓ creating positive relationships between staff and students
✓ encouraging an environment where students feel safe, enjoy school and learning
THE MORDIALLOC EXPERIENCE
VISION STATEMENT

The Mordialloc Experience is a fun, diverse and engaging program that provides participants the opportunity to explore and enquire about their local and wider community. Through stimulating activities and sharing ideas, both teachers and students build relationships and knowledge, leading to a stronger independent future in our journey as life-long learners. Most notably, the MEX provides students the opportunity to spend one week on community placement and a fortnight completing research tasks in the city.

Mission

- Team work
- Express individuality
- Hands on Learning
- Building links with community groups
- Cooperation
- Choice
- Realise potential
- Resumes/ Budgets to prepare for future/ Life skills
- Engaging/ diverse curriculum
- Guest speakers/ excursions
- Research, Presentation, Celebration
- Where students fit in community and how they impact on society and the environment
- Interpersonal skills/ qualities
- Resources, ICT
- Community placement
- Code of cooperation
COMMUNICATION

Communication covers the discipline and learning previously covered within the areas of English and Humanities. Students will study themed units of work.

Communication will be studied for the whole year.

Aims:
The aim of Communication is to develop understanding of the world through the use of text and language. Communication will develop students’ skills and command of language. Further, students will learn to appreciate and use language through the study of a variety of texts including literature, film and other visual texts, while investigating historical events, political, environmental and economic issues.

Content:
Reading, writing, listening and speaking for varied purposes - practical, social, imaginative and creative. In addition, students will utilise technology for the enhancement of research and communication skills.

Study of texts will include literature, film, visual texts and issues presented in the media.

Embedded in Assessment:

- Economic Knowledge and Understanding
- Economic Reasoning and Interpretation
- Geographical Knowledge and Understanding
- Geospatial Skills
- Historical Knowledge and Understanding
- Historical Reasoning and Interpretation
- Reading
- Writing
- Speaking and listening
- Political Knowledge and Understanding

Links to VCE:

- English
- History
- Literature
- Media
- Business Management
- Accounting
- Legal Studies
- Economics
DISCOVERY

Discovery incorporates the key learning areas of Mathematics and Science. Students will be encouraged to develop a practical understanding of the material traditionally covered in these areas.

Discovery will be studied throughout the year.

Aims:
The aim of this subject is to take the students on an educational exploration of the themes that are traditionally associated with mathematics and science. Discovery will present relevant and interesting units of work to the student with themes encapsulating all things scientific and mathematical. Students will appreciate hands-on tasks showing them the great influence these themes have on their day-to-day lives. Investigations into the historical, environmental and social outcomes of these themes will also take place.

Content:
Mathematics, Biology, Physics, Chemistry, Psychology and Studies of the Environment will all form part of this unit. Practical sessions will assist students throughout the year. Information technology will also form a key component of the subject.

Embedded in assessment:
- Science Knowledge and Understanding
- Science at Work
- Measurement, Chance and Data
- Structure
- Working Mathematically

Links to VCE:
- Environmental Science
- Biology
- Physiology
- Chemistry
- Physics
- All Mathematics
OVERVIEW OF CORE – YEAR 9

PHYSICAL EDUCATION
In Physical Education, students will participate in a variety of sports, activities and games with a focus on fundamental motor skills and game sense development. They will have the ability to take on a leadership role as a coach or umpire and have the ability to select appropriate training methods for improving fitness for physical activity. Students will work both individually and in groups to improve their skills. They are expected to participate in 80% of practical sessions, bring full P.E. uniform to all classes and submit a semester assignment.

HEALTH
In Health Education, students will have to be able to identify the major causes of injury, illness and death in Australia. They will have the ability to identify a range of health needs of young people, including mental health. Students will have to describe the role of the community on influencing personal identity and behaviour. They will understand the factors that contribute to the current trends in nutritional status of Australians.

AIMS:
Building social relationships
Working in teams
Health knowledge and promotion
Personal learning
Managing personal learning

CONTENT: Health –
• All about your health
• Exploring identity
• Understanding and developing healthy relationships
• Understanding mental health
• Examining risks and minimising harm
• Nutritional requirements, trends and influences

PE –
• Analysing skills and practice
• Fitness and training programs
• Roles and tactics in sporting environments
• Outdoor recreation and first aid

TYPES OF ASSESSMENT:
* Tests featuring multiple choice, short answer and extended response questions
* Worksheets on all topics – suitable for individual and group work or homework
* PowerPoint presentations
* Quizzes

LINKS TO VCE:
In preparation for VCE Health/PE, students will investigate training principles and methods, the skeletal and muscular systems and motor learning. Students will participate in training sessions, games and activities of their choice and will be assessed on both practical and theoretical outcomes. Students will identify strategies that promote mental health and wellbeing and describe the role of the community on influencing personal identity and behaviour.
LEARNING JOURNEYS

Over the year all students will undertake 9 learning journeys. Each learning journey will run for one term. The journeys will include boys and girls. Students will select their 9 learning journeys from the list below: Any enquiries regarding these learning journeys can be made by contacting the school on 9580 1184.

ADVANCE

Aims:
Students will have completed the Surf Rescue Certificate Award, Basic First Aid, two surf camp experiences, joined Mordialloc Life Saving Club and completed beach patrol activities.

Content:
Students will cover leadership, team building and working in teams, initiative skills, creative thinking and respect.

Assessment across which VELS domains:
- Physical, personal and social learning
- Discipline-based learning
- Interdisciplinary learning

Links to VCE:
VCE Physical Education, Health and Human Development, VCE Outdoor Education and Environmental Studies.

*DUE TO THE SPECIALIST NATURE OF THIS SUBJECT, NUMBERS ARE RESTRICTED TO 22 STUDENTS.

ADVANCED MATHS: MATHS IN MOTION

Aims:
To develop greater problem solving, analytical and problem solving skills. To provide an introduction to some of the mathematical concepts used in science.

Content:
- Mathematical problem solving
- Science-based maths:
  - Motion
  - Concentration/Solutions
  - Powers/Significant Figures/SI Units/Unit Conversions

Assessment across which VELS domains:
- Maths

Links to VCE:
All Maths and Sciences
ARTS
Art A & Art B

Aims:
The focus of Art A and Art B is to foster student interest and knowledge of art by developing artistic skills. Students will focus on expressing their creativity while exploring a range of media.

Content:
Students will explore 2Dimensional and 3Dimensional materials in the development of creative art pieces. Students will investigate artists' work to gain a better understanding of the techniques used in their own work and expand their knowledge of art movements.

Each term Art A and Art B will comprise of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.
Art A and Art B will offer different projects each term, so students can elect to study either one or both art electives any term throughout the year.

Assessment:
The Year 9 Art curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the Arts, Personal Learning and Thinking domains.

Links to VCE:
Provides adequate background for VCE Studio Arts.
*The projects may vary slightly to those listed below.*

| 1. | **Street** style drawing- students explore words and writing styles while using watercolour pencils and blending techniques. |
|    | **Concertina Etching book**- Students explore themes of choice and learn the art of drypoint etching. They use their printed works to create a concertina style booklet. |
|    | **Manga Portrait**- Students explore Manga- Japanese cartoons and create their own Manga inspired portrait. |
|    | **Famous buildings Drawing**- In this Project students research famous building around the world and use these as inspiration for an A4/A3 pencil drawing exploring perspective and rendering techniques. |
|    | **Surfs up board painting**- In this project, students explore design techniques to create their own surf board design. These designs will then be painted onto wooden surf boards which can be hung on the wall. |
| 2. | **Paper Mache Animal Heads**- In this 3D sculpture project, students will create a paper mache animal head of choice. This project will be the major project for the term. |
|    | **‘Old School’ cartooning poster**- allows students to explore a variety of cartoons and characters from history and recreate a poster inspired by one of these cartoons. |
| 3. | **Found object surreal sculpture**- In this project students are required to bring in a found object which they will work into their surreal sculptures. |
|    | **Eye stencil**- Students will learn how to create a 3 tone eye stencil. |
|    | **Flip Book Animation**- Students will explore animation through the creation of a series of flipbooks while researching the science behind animation. |
|    | **Super villain & Super Hero cartoon drawing project**- students are required to create their own super hero and super villain character in this cartooning project. |
| 4. | **Outside Perspective Drawings**- In this project, students learn about one and two point perspective and how to draw building from real life. They are then taken outside and will create an A4/A3 pencil drawing based on an area of the school while refining their rendering skills. |
|    | **Creature Feature**- Students will create their own ‘creature’ as a symbol to represent themselves. They will then learn how to create a stencil from their original drawings. |
|    | **Mosaic**- In this project, students will learn the techniques involved in the art of Mosaic and create their own artwork based on their individual designs. |
|    | **Felt Brooch**- Students create either one detailed felt brooch, or a series of brooches based on their own original and creative designs. |
Centre Stage

Take centre stage in this Drama elective and learn some of the tricks of the trade for creating and performing theatre! Explore approaches to creating performances in a range of styles and using a range of stimuli, as well as the skills involved in acting for an audience. This is a fun and hands-on subject that seeks to build not only creative skills, but confidence in public speaking and working in groups.

**Aims:**
To introduce students to a range of skills and applications, including characterisation, performance development, theatrical conventions and stagecraft.

**Content:**
Each term will consist of different content and activities, providing an opportunity for students to take the subject for one or more terms. For example, students may learn about and create their very own Soap Opera in Term 1, and may then take the elective again later in the year and learn about the skills associated with another dramatic form.

**Assessment:**
The Year 9 curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the Arts domains, as well as interdisciplinary such as building social relationships and working in teams.

Students will be assessed on their stagecraft research project, performance skills (including expressive skills), teamwork skills and participation.
Design and Technology

Course Outline:
This course is based upon students acting in the role of designer/maker and following the design process to create a product that meets the criteria set out in a design brief. During the term students learn about the Design Process and its function in society. Drawing skills are developed to increase their visual communication and presentation skills with an emphasis on 3D and technical drawing.

They expand on the knowledge learnt in Year 8 of material characteristics and construction techniques; as well as developing their skills further using a variety of different machinery and hand tools. Students are able to familiarise themselves with a variety of materials including wood, metal and plastics, producing projects incorporating all three. During this time, students expand their knowledge of safe working procedures gaining an understanding of Occupational Health & Safety guidelines.

Learning Outcomes:
The course throughout the year is based on the production of:
- A variety of 3 dimensional products constructed from wood, metal and plastics.
- A design portfolio of the students’ journey through the design process.
- A design using 3D CAD software.
- A research project.

In the process of creating these items, students investigate the principles of design, the characteristics of different materials, the use of different equipment and safe working practices. Students will develop skills related to decision-making, planning, task analysis, and safe use of tools and equipment.

Major Assessments:
- A variety of 3 dimensional products constructed from wood, metal and plastics.
- A design portfolio of the students’ journey through the design process.
- A design using 3D CAD software.
- A research project.
- Completion of OHS online software.
CREATIVE WRITING

Aims:
To focus on techniques for self expression in creative writing forms such as short stories, poetry, novellas, plays, screenplays and creative non-fiction (personal essays). Elements of creative writing such as character, point of view, plot, setting, dialogue, style and theme will be taught and workshoped. Students will have the opportunity to present their work to fellow classmates and families.

MAJOR ASSESSMENTS: Students will be assessed both on the practical and theoretical aspects of this subject. Students will be assessed on their writing folio, which will be a culmination of a range of independent activities. Assessment across the VELS domains include: English, Interpersonal Development, Personal Development, Communication and Thinking.

ADVANTAGES FOR STUDENTS: This subject will be linked to VCE English and Literature. Students will benefit from developing simple ideas into prose, and learning how to write in a wide range of formats. Students will be exposed to new and different texts and have the opportunity to showcase their work.

Links to VCE:
English and Literature

FOOD

ABC Foods

CONTENT OVERVIEW:
Foods and cooking processes are examined, based on the alphabet.

MAJOR ASSESSMENTS:
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc.

They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

ADVANTAGES FOR STUDENTS:
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions etc. are also covered. This sets them up for senior school studies in this area and also hospitality job opportunities as a part time job.

Links to VCE:
Health & Human Development Units 1-4 and Food Technology - Food Units 1-4.
**M-Z Food Lovers**

**CONTENT OVERVIEW:**
Foods and cooking processes are examined based on the alphabet from M-Z.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc. They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions etc. are also covered. This sets them up for senior school studies in this area and also hospitality job opportunities as a part time job.

**Links to VCE:**
Health & Human Development Units 1-4 and Food Technology - Food Units 1-4.

**International Foods**

**CONTENT OVERVIEW:**
Foods and cooking processes are examined based on the region of the world they have originated from.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc. They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions, cultural significance of food as a celebratory component etc. are also covered. This sets them up for senior school studies in this area and also hospitality job opportunities as a part time job.

**Links to VCE:**
Health & Human Development Units 1-4 and Food Technology - Food Units 1-4.
Celebration Foods

CONTENT OVERVIEW:
Foods are investigated in practical and theoretical ways to include their significance as celebration factors in various cultural and religious observances.

MAJOR ASSESSMENTS:
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc. They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

ADVANTAGES FOR STUDENTS:
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions, cultural festival foods etc. are also covered. This sets them up for senior school studies in this area and also hospitality job opportunities as a part time job.

Links to VCE:
Health & Human Development Units 1-4 and Food Technology - Food Units 1-4.

FRENCH
Aims:
To develop speaking, listening, reading and writing skills in French.

Content:
Themes:
- At the Internet café
- Around the house
- School in France
- Fashion in France
- French films
- Holidays and travel
- Healthy eating and personal hobbies

Assessment across which VELS domains:
- LOTE:
  - Communicating in a language other than English
  - Language knowledge and cultural awareness

Links to VCE:
French
HUMANITIES A

Asian History - 1

Content Overview:
Colonisation, conflict and change in China (1750-1918), Qing China, life under an emperor, the arrival of foreigners to China, the Opium trade, social effects of foreign influence on China, the Chinese diaspora, resistance in China.

MAJOR ASSESSMENTS:
Map of Asia Quiz: Students required to learn countries in Asia
Asian Country Presentation: Students prepare a 5 minute presentation on an Asian country
Research Task: Confucianism How did Confucianism affect the lives of men, women and children in Qing China?
Film Review: Last Emperor of China

ADVANTAGES FOR STUDENTS:
- Australia is increasingly becoming more of an Asia-centric society. A knowledge of Asia will create a more competitive work force.
- Complies with Australian curriculum
- Coincides well with Australian History (1750-1918) taught in communication.
- Ties in well with MEX excursion to the Immigration Museum.
- Possible excursion to Chinese Museum in the city.
- Provides our students with a clear reason on why Chinese have migrated to Australia
- Broadens knowledge of one of the major migrating groups to Australia by learning some of their history.
- Creates and fosters mutual understandings between Anglo and Asian cultures.

Geography - 2

Content Overview
1) Water - managing water use at home
2) Tourism – Benefits of Tourism, map reading, top tourist destinations
3) Pollution – air pollution and acid rain
4) Coastal Systems - How coasts are formed, coastal landforms

Assessment
1) Tourism Flyer- Research the top 10 tourist attractions in Australia. Prepare an advertising feature to entice visitors.
2) Eco-Resort Brochure- Design a brochure to attract visitors to an eco-resort.
3) Create a Power Point showing water conservation tips
4) Letter to a Newspaper:
5) Plastic Bags Advertisement
6) Watch Film: Bag it!

Advantages for Students
- Prepares students for geography in Year 10.
- Makes you think how your little actions can affect the environment.

Hands on Experience
1) Creek Clean-Up Day
2) Helping with VCAL “Vegie Garden”
Criminology - 3

CONTENT OVERVIEW:
This topic will be an introduction to criminology and help prepare student for units covered in VCE Legal Studies.

Content:
1. Who are criminals and what are some of the contributing factors that lead to criminal behaviour
2. Introduction to harm minimisation vs hard line approaches
3. Rights and responsibilities of citizens
4. Criminal law case studies and the court hierarchy

MAJOR ASSESSMENTS:
Students are to research a crime in Australia. They need to find out what approaches have been implemented to combat this crime. They must state whether this method is a harm minimisation or hard line approach. They need to analyse the success of the approach.
Topics could include:
- Illegal drug use: Legalization of drugs in Amsterdam, Injecting rooms, Police blitzes.
- Street Crime: CCTV, Police presence, Jail and restorative justice
  - Class Debate Harm minimisation vs Zero tolerance

ADVANTAGES FOR STUDENTS:
- This will give students a taste of what to expect in VCE Legal Studies
- Excursions/Guest speakers
  - Social worker about harm minimisation; Local police; Rehabilitation worker

The Amazing Race 4

CONTENT OVERVIEW:
This elective is an introduction to global geography that engages students by working in teams to discover and explore their world using an “Amazing Race” concept. Students learn natural, cultural and historical elements through research, documentaries and an excursion/guest speaker. Students will explore patterns of global development through documentaries and case studies and analyse the effectiveness of policies that address global issues.

This elective will cover the following VELS dimensions:
- Working in Teams
- Managing Personal Learning
- Geographical Knowledge and Understanding
- Geospatial skills

MAJOR ASSESSMENTS:
1. Group Project: students will work together to solve clues and work out the countries they need to visit. For each country they will develop a country profile, flag, map etc. The group will produce a poster showing their travel route across a world map using BOLTSS conventions. A presentation to the class will include an activity from one of the countries (eg. Food, traditional dance or craft etc).

2. Individual project: select one country visited in the group project; develop a 10 day holiday taking in major sites and attractions etc. Develop a travel brochure, map and detailed country profile including history, land, climate, people etc. They will identify a social, political or geographical issue for this country and evaluate/develop policies to address the issue.
ADVANTAGES FOR STUDENTS:
- Fun and engaging approach to Geography and global awareness
- Team-building
- Introduction to Year 10 and VCE Geography
- Skills in comprehension and analysis – helpful for Senior School
- Empathy for others in the community through exploration of global issues

HUMANITES B
Economics: Money Talks 1

Content Overview:
1) How the Economy Works
2) How Your consumer Choices Affect the Economy
3) How to buy a House
4) Managing Your Money

Major Assessments:
Research task on Ebay- Find out how buyers and sellers interact using Ebay.
Design/Creativity- Design an Advertisement for Recycled Paper Products. How do you plan to influence the consumer?
Poster: On famous Economist
Exam: On Material covered

ADVANTAGES FOR STUDENTS:
- Prepare students for Year 10 Business by exploring economic choices affecting business.
- Students can become savvy consumers and ethical buyers.
- Students understand the necessity of savings, how interest rates work and they develop an appreciation for home ownership.
- Introduce students to a new set of career options: banking, advertising and sales.
Politics 2

CONTENT OVERVIEW:
Students study political issues and laws. Students study the: government in Australia, federal parliament, political parties, elections, how votes are counted, how laws are made, how laws are changed, difference between criminal and civil law, the court system, being arrested, going to court, analyzing legal case studies, resolving disputes other than through the courts and your rights.

MAJOR ASSESSMENTS:
1) Poster Creation: The 3 levels of Government (using newspapers and pictures.)
2) Research/Presentation Task: Find out names of your federal and state members of parliament and local councillor, use newspaper articles, internet and info from electoral offices to gather information about them.
3) Oral presentation/Design – based on the study of political parties. Form your own - Create a logo design for your party and suggest why it would be effective.

ADVANTAGES FOR STUDENTS:
By studying political issues and laws, can see how laws affect every area of our lives and help provide a peaceful, organized life for all of us.

Ties in well with MEX excursion to parliament and would provide many answers during an election year.

Geography - 3

Content Overview
1) Water- managing water use at home
2) Tourism – Benefits of Tourism, map reading, top tourist destinations
3) Pollution – air pollution and acid rain
4) Coastal Systems- How coasts are formed, coastal landforms

Assessment
1) Tourism Flyer- Research the top 10 tourist attractions in Australia. Prepare an advertising feature to entice visitors.
2) Eco-Resort Brochure- Design a brochure to attract visitors to an eco-resort.
3) Create a Power Point showing water conservation tips
4) Letter to a Newspaper:
5) Plastic Bags Advertisement
6) Watch Film: Bag it!

Advantages for Students
- Prepares students for geography in Year 10.
- Makes you think how your little actions can affect the environment.

Hands on Experience
1) Creek Clean-Up Day
2) Helping with VCAL “Vegie Garden”
Our Indonesian Neighbours 4
To explore the culture and environment of Indonesia, in particular, Bali.

Content:
This elective introduces students to Balinese-Hindu culture focussing on Balinese history, cultural ceremonies and caste systems as well as Indonesian and Balinese food. The elective also focuses on an introduction to the Indonesian language, specifically revolving around travel. Students will be able to learn simple conversation in Indonesian and will use numeracy as a means to understanding the bargaining, marketing and shopping culture.

MAJOR ASSESSMENTS:
• Poster of difference between cultures
• Drawing of Indonesian fruit
• Test on fruit vocabulary
• Bargaining and numbers test
• Bargaining at food stall
• Drawing of Wayang Kulit
• Informal class discussions about cultural videos watched, esa dasa rudra (11 spirits festival), upacara potong gigi (tooth filing ceremony) and cremations.
• Poster after reading articles about ‘child labour in Indonesia’, ‘Hunting of Orangutans’, and ‘Strive for white skin’.

ADVANTAGES FOR STUDENTS:
• Students learn about a culture and country that is so close to Australia.
• Students in the class open up about their own cultures and share stories about their traditions.
• Learning a new language and things about a different culture helps students learn about their own culture, as well as appreciate others.
MUSIC

CONTENT OVERVIEW:
Rock Out: Term 1 or 2
‘Rock Out’ will cater for the beginner music student, as well as those students with an advanced understanding of both practical and theoretical music. Students will gain an understanding of music theory and rhythm. They will evaluate, reflect on, refine and justify their practice regimes. Students will learn how to critically respond to the stylistic, technical, expressive and aesthetic features of others music works and/or performances. Students will spend time not only learning about music, but also a scheduled amount of class time will be dedicated towards playing music. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

Major Assessments:
   Theory of music component: 2 unit tests per term.
2. Presentation (PowerPoint): Research/contrast 2 influential genres of music
   Students will be required to analyse a chosen song: Explore and express performance practices. Understand and reproduce qualities in their music. Students will be assessed on their performance in front of their peers toward the end of term.

Rock On: Term 3 or 4
Throughout ‘Rock On’ students will work at developing the skills required to undertake music at a year 10 level. They will further their understanding of both music theory and rhythm. Students will observe, reflect on, the effect of different performance practices in communicating content. They will learn how to evaluate, using appropriate language, how specific performances have been used to challenge audience opinions on the content, meaning and qualities of music works. Students will spend time not only learning about music, but also a scheduled amount of class time will be dedicated towards playing music. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

Major Assessments:
   Theory of music component: 2 unit tests per term.
2. Advertisement analysis task: Analysis of advertisements.
3. Performance assessment (workshop) – solo/duo/trio: Students are put into bands to suit a mixture of instruments and abilities (solo is also an option). Together they write their own song. Selected classes (workshops) will be devoted to thematic, lyrical and chord progression invention. Students will be assessed on their performance in front of their peers toward the end of term.

ADVANTAGES FOR STUDENTS:
The skills learned in this unit will provide a solid basis for students to then move on to complete VCE Music. Playing an instrument is a great way to learn about problem solving, abstract reasoning, visualization, and spatial relationships.

An understanding of how to create and perform music on a chosen instrument can be used as a universal communication tool. Throughout the music course students will learn the many ways and skills required to follow a career path in music performance, production and or composition.
SCIENCES
Ecology – Term 1

Covers:
Ecosystems
- Seasonal Changes
- Human Impact
- Destruction
- Introduced Species
- Flora and Fauna

Advantages for Students
Have you ever wondered how living things are interconnected? Or pondered why some creatures are on the top of the food chain? What difference is made by summer and winter on animal populations? How does deforestation and habitat destruction effect ecosystems? Or what kinds of issues are posed by the introduction of species such as cane toads?

In Ecology students will explore interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease. They will investigate how seasonal changes, destruction of habitats, and introduced species can affect population sizes. They will construct food webs that model the energy flow into and out of an ecosystem. They will also discover what impact humans have had on the ecosystems.

Links to VCE:
This subject links directly to the AusVELS curriculum for year 9.

Major Assessment
Investigation project on an ecosystem of their choice.
**Zoology – Term 2**

**Covers:**
Invertebrates
Vertebrates
  - Mammals
  - Reptiles
  - Amphibians
  - Birds
  - Marsupials

**Relationships**

**Advantages for Students:**
Zoology is the branch of biology related to the animal kingdom, involving every imaginable kind of animal (including humans), in habitats as diverse as rainforests and oceans.

In Zoology students will investigate the similarities and differences between a range of vertebrates and invertebrates including anatomy, physiology and taxonomy. They will conduct a weekly research task to create their own “Zoology Fact File” comprising a range of both vertebrate and invertebrate species.

They will look at relationships between different animal species including classification and an introduction to the five kingdoms of living organisms.

**Links to VCE:**
This subject links directly to the AusVELS curriculum for year 9.

**Assessment:**
Zoology ‘fact file’ research assignment.
  - Weekly page additions to produce a 10 page finished file.
Australian Disasters – Term 3

Covers: Fires – plants
Drought
Floods
  • Impact on rabbit/kangaroo populations
Sustainability
Salinity

Advantages for Students:
We live on the world’s driest inhabited continent. As a result drought, fires and floods are REAL issues facing young people. And it’s the young people of today who will be combating these issues in the future. In "Australian Disasters" students will study current environmental issues and their effect on the ecosystems within Australia. They will investigate how ecosystems change as a result of fire, drought and flooding and the effects of these on populations such as rabbits or kangaroos. They will also study fire, drought and flooding causes and management.

Australia’s major energy source is brown coal, a non-renewable energy source which releases large amounts of carbon dioxide into the atmosphere. In this subject students will investigate sustainability issues within Australia including our options for alternative fuel sources and the environmental considerations involved.

Links to VCE:
This subject links directly to the AusVELS curriculum for year 9.

Assessment:
Global Disasters – Term 4

Covers: Plate tectonics
- Earthquakes
- Tsunamis
- Currents
- Volcanoes
- Waves

Advantages for Students:
Have you ever wondered why Japan is highly susceptible to earthquakes?
Or why Hawaii is covered in Volcanoes? What caused the 2011 tsunami in Japan or the 2010 & 2011 New Zealand Christchurch earthquakes? Has the world always looked the same or do the continents move? In ‘Global Disasters’ students will study plate tectonics, they will investigate the occurrence of earthquakes and volcanic activity at plate boundaries. They will consider the history of the Earth’s land masses in relation to continental movement and the supercontinent Pangea, and the effect on populations and global climate. Students will investigate issues related to living in a Pacific country located near plate boundaries such as Japan, Indonesia and New Zealand.

Links to VCE:
This subject links directly to the AusVELS curriculum for year 9.

SPORTS TRAINER

Content:
Participation in various sports and learning about injury, recovery and rehabilitation, muscle, bone structure and nutrition.

Aims:
Students will participate in physical activity and learn how to recognise sports injuries, methods of injury prevention and rehabilitation.

Assessment across which VELS domains:
- Physical, Personal and Social Learning
- Discipline Based Learning
- Interdisciplinary Learning

Links to VCE:
Physical Education, Health and Human Development.
SWIMMING

Aims:
To provide Stroke Correction for all swimming strokes, make students more aware of the dangers of water and given them an idea of what to do if they get into trouble in the water. Students will attend the pool once a week, on average.

Content:
- Freestyle
- Backstroke
- Life saving backstroke (survival backstroke)
- Side stroke
- Butterfly
- Breast stroke
- Practical classes with other sports and games

Assessment across which VELS domains:
- Health and Physical Education
- Interpersonal learning
- Personal Learning
- Communication
- Thinking Process

Please note: There is a cost of $30 for the term to pay for lane use. Due to the size of the bus and staff required: student ratio in a water environment – this class is restricted to 22 students.
SELECT ENTRY ACCELERATED LEARNING

Students in the Year 9 Select Entry Accelerated Learning (SEAL) Program for 2013 will have timetabled classes in the mornings for their accelerated subjects of English, Mathematics, Science and Humanities. French is a compulsory subject for all Year 9 SEAL students. SEAL students will participate in the City Experience component of the Mordialloc Experience. They have access to all the Year 9 learning journeys.

<table>
<thead>
<tr>
<th>POSSIBLE PATHWAYS</th>
<th>4th YEAR</th>
<th>5th YEAR</th>
<th>6th YEAR</th>
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<tr>
<td><strong>ENGLISH</strong></td>
<td>English Units 1 &amp; 2</td>
<td>Repeat English Units 1 &amp; 2</td>
<td>English Units 3 &amp; 4</td>
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<td>English 3 &amp; 4</td>
<td>Literacy 3 &amp; 4</td>
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<td>University Literature</td>
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<tr>
<td><strong>MATHS</strong></td>
<td>General Maths Advanced</td>
<td>Further Maths Units 3 &amp; 4</td>
<td>Maths Methods Units 3&amp;4</td>
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<td>Maths Methods Units 1&amp;2</td>
<td>Specialist Maths Units 3&amp;4</td>
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<tr>
<td><strong>LOTE – French</strong></td>
<td>LOTE – French (elective)</td>
<td>LOTE – French Units 1&amp;2</td>
<td>LOTE – French Units 3&amp;4</td>
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<tr>
<td><strong>Philosophy</strong></td>
<td>As a Year Group Counts as Humanities elective</td>
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