Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility
Contents

YEAR 9 PROGRAM 2016 ........................................................................................................ 1
THE MORDIALLOC EXPERIENCE VISION STATEMENT ............................................. 2
COMMUNICATION - CORE ................................................................................................. 3
DISCOVERY - CORE ............................................................................................................. 4
PHYSICAL EDUCATION & HEALTH CORE ..................................................................... 5
  Physical Education ............................................................................................................... 5
  Health .................................................................................................................................... 5
LEARNING ELECTIVES ......................................................................................................... 6
FRENCH LANGUAGE - (LOTE) ............................................................................................. 7
ARTS & TECHNOLOGY .......................................................................................................... 8
  Art A - Term 1 ..................................................................................................................... 8
  Art A - Term 2 ..................................................................................................................... 9
  Art A - Term 3 ................................................................................................................... 10
  Art A - Term 4 ................................................................................................................... 11
  Art B - Term 1 ................................................................................................................... 12
  Art B - Term 2 ................................................................................................................... 13
  Art B - Term 3 ................................................................................................................... 14
  Art B - Term 4 ................................................................................................................... 15
Drama ..................................................................................................................................... 16
  Centre Stage - Term 1 ........................................................................................................ 16
  What’s so Funny – Term 2 .................................................................................................. 16
  Front Page to Stage – Term 3 ............................................................................................ 17
  On Stage and Backstage – Term 4 ..................................................................................... 17
Design and Technology (Resistant Materials) ................................................................. 18
Food Technology ................................................................................................................. 19
  ABC Foods – Term 1 ........................................................................................................ 19
  M-Z Food Lovers – Term 2 ............................................................................................... 19
  International Foods – Term 3 ......................................................................................... 20
  Celebratory Foods – Term 4 ........................................................................................... 20
Music ...................................................................................................................................... 21
  Rock Out – Term 1 or 2 .................................................................................................... 21
  Rock On – Term 3 or 4 only ............................................................................................. 22
ENGLISH ............................................................................................................................. 23
  Creative Writing ............................................................................................................... 23
  Introduction to Literature ................................................................................................. 23
Year 9 is a key time for maintaining student engagement in learning and education. It is a development stage in which young people are really beginning to know, understand and accept themselves in a diverse, fast-paced and constantly changing world. It is therefore essential to provide them with opportunities to develop life skills, emphasise independent learning, tap into their creative minds, build resilience and confidence and grow their knowledge and skills in individual interest areas.

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 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

Additional Levy: City Experience $100

The Mordialloc Experience (MEX) is a fun, diverse and engaging program that provides participants with 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
- Resumés/budgets to prepare for future/life skills
- Engaging/diverse curriculum
- Guest speakers/excursions
- Research, presentation, celebration
- Where students fit in the community and how they impact on society and the environment
- Interpersonal skills/qualities
- Resources, ICT
- Community placement
- Code of cooperation

Education for Life:
Year 9 Mordialloc Experience
COMMUNICATION - CORE

Communication covers the disciplines 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.

AIM:
The aim of Communication is to develop an 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 OVERVIEW:
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.

CURRICULUM LINKS:

- Economic Knowledge and Understanding
- Economic Reasoning and Interpretation
- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills
- Historical Knowledge and Understanding
- Historical Skills
- Language (listening, reading, viewing, speaking, writing and creating)
- Literature (listening, reading, viewing, speaking, writing and creating)
- Literacy (listening, reading, viewing, speaking, writing and creating)
- English
- History
- Literature
- Media
- Business Management
- Accounting
- Legal Studies
- Economics
DISCOVERY - CORE

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.

AIM:
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 OVERVIEW:
Mathematics, Biology, Physics, Chemistry and Studies of the Environment will all form part of this unit. Practical sessions will assist students throughout the year. The use of ICT tools will also form a key component of the subject.

CURRICULUM LINKS:
- Science and Understanding
- Science as a Human Endeavour
- Science Inquiry
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Biology
- Physiology
- Chemistry
- Physics
- Environmental Science
- Mathematics
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 at least 80% of practical sessions, bring full P.E. uniform to all classes and submit a semester assignment.

Health

In Health Education, students will 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 describe the role of the community in influencing personal identity and behaviour. They will understand the factors that contribute to the current trends in nutritional status of Australians.

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

CONTENT OVERVIEW:
Health/PE
- All about your health
- Exploring identity
- Understanding and developing healthy relationships
- Understanding mental health
- Examining risks and minimising harm
- Nutritional requirements, trends and influences
- Analysing skills and practice
- Fitness and training programs
- Roles and tactics in sporting environments
- Outdoor recreation and first aid

MAJOR ASSESSMENTS:
- Tests featuring multiple choice, short answer and extended response questions
- Coursework on all topics – suitable for individual and group work or homework
- Group presentations
- Quizzes

CURRICULUM LINKS:
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 in influencing personal identity and behaviour.
Over the year all students will undertake 9 learning electives (3 per term). Students do not study elective subjects when in the MEX. Each elective will run for one term.

All SEAL students **must** undertake French as 1 of their electives.

NOTE: If students undertake the ADVANCE program and/or French, these are year-long subjects therefore students select only 1 or 2 other electives each term.

Year 9 electives carry an additional annual levy as indicated below to cover resources and materials for electives selected throughout the year.

<table>
<thead>
<tr>
<th>Students</th>
<th>Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Students (9 Electives)</td>
<td>$180</td>
</tr>
<tr>
<td>Year 9 SEAL Students (6 Electives)</td>
<td>$120</td>
</tr>
<tr>
<td>Year 9 Advance Students (6 Electives)</td>
<td>$120</td>
</tr>
<tr>
<td>Year 9 SEAL/Advance Students (4 Electives)</td>
<td>$ 80</td>
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</tbody>
</table>
If students choose to do a French language it must be done for the entire year.

**AIM:**
To develop communicative skills in French through language knowledge and cultural awareness of the Francophone world.

**CONTENT OVERVIEW:**
The Year 9 French program focuses on 4 Core Units of work related to the topics of ‘Exploring Francophone Countries’, ‘Life in the Wild’, ‘Health’ and ‘Fashion’. These units are interrelated to the Year 10 course which explores life beyond family and school, history, culture, the environment and future plans about education and career choices.

Each unit has a focus on literacy in the area of vocabulary development and scaffolding grammar concepts to improve reading comprehension and writing skills and intonation, specific expressions and cultural gestures in role-plays/oral communication. The program has a broad range of activities to promote and enhance all four macro skills (speaking, reading, writing and listening) involved in language learning.

To increase depth of understanding and raise cultural awareness, each unit of work is also extended with a broad range of practical and extra-curricular activities such as cooking and cultural visits through incursions and excursions. Students are exposed to and have opportunities to participate in events such as poetry and writing competitions, French film festival, French plays, Crepe Day and Cultural Diversity week. There are plans for a future French trip.

**MAJOR ASSESSMENTS:**
- Regular vocabulary and grammar short tests to review progress and consolidate understanding
- Regular listening and reading comprehension tests
- Role-plays and class presentations to develop speaking skills
- Cultural projects on various themes to add the cultural differences and awareness dimensions to learning
- End of Unit test on each topic/theme studied
- Berthe Mouchette & ACER Language competence test (Certificate 1 Level)

**CURRICULUM LINKS:**
- Improvement of literacy skills
- Motivation and interest to continue learning French
- Opportunities for more career options in future
- Ability to use and speak the language when travelling abroad, most particularly to Europe and other French-speaking countries
- Opportunity to continue tertiary courses at University
- Bonus points as incentive for VCE studies to improve overall ATAR/subject study score
- Students benefit from additional 1:1 assistance to enable them to practice their speaking skills and improve their other skills
Art

Art A - Term 1

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **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.
- **Art Analysis** – Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM LINKS:
Provides appropriate background for VCE Studio Arts.
Art A - Term 2

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- Papier 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.
- Art Analysis- Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM LINKS:
Provides appropriate background for VCE Studio Arts.
Art A - Term 3

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- Ceramic sculpture- In this major project, students will be learning different construction techniques as well as ways of texturing ceramics to create a 3D sculpture.
- Eye stencil- Students will learn how to create a 3 tone eye stencil.
- Art Analysis- Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM LINKS:
Provides appropriate background for VCE Studio Arts.
Art A - Term 4

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **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 in either 2D or 3Dimensional forms
- **Street style drawing** - students explore words and writing styles while using watercolour pencils and blending techniques.
- **Art Analysis** - Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULM LINKS:
Provides appropriate background for VCE Studio Arts.
Art B - Term 1

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **Texture Sculpture in Paperclay**- students explore the use of texture while producing a glazed ceramic sculpture.
- **Decorative Pattern Drawing**- Students respond to the work of artist Gustav Klimt and produce a decorative art piece which uses expressive pattern to explore the character of their subject
- **Art Analysis**- Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM LINKS:
Provides appropriate background for VCE Studio Arts.
Art B - Term 2

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **Large Scale Portrait**: students will learn techniques in pencil rendering and hone their observational skills to create a realistic tonal portrait of their chosen subject.
- **Charcoal Portrait**: allows students to build on their portrait drawing skills and explore the use of charcoal.
- **Caricature**: students look at political caricature and cartoons and produce a caricature expressing the personality of their chosen subject.
- **Art Analysis**: Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICUL LINKS:
Provides appropriate background for VCE Studio Arts.
Art B - Term 3

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **Peter Booth inspired sculpture** - students will create a ceramic sculpture based on a character from a painting by iconic Australian artist Peter Booth.
- **Digital print** - Students use Photoshop to produce a digital image of their sculpture in response to Booth’s use of Australian landscape and the relationship between environment and individual.
- **Art Analysis** - Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM LINKS:
Provides appropriate background for VCE Studio Arts.
Art B - Term 4

AIM:
The focus of Year 9 Art 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 OVERVIEW:
Students will explore 2D and 3D 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 consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

MAJOR ASSESSMENTS:
- **Acrylic Painting**- Student will learn about colour theory and explore techniques in acrylic painting in response to Post-Impressionist painters such as Van Gogh and Monet.
- **Pastel drawing**- students explore the use of oil or soft pastel to create an image using tonal colour rendering.
- **Art Analysis**- Students learn about Art Elements & Principles and use appropriate art language to analyse specific artists.

CURRICULUM L INKS:
Provides appropriate background for VCE Studio Arts.
Drama

Centre Stage - Term 1
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.

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

CONTENT OVERVIEW:
Students will take part in drama games and exercises that assist in the development of confidence, characterisation skills and performance making. They will analyse and reflect on performances and develop their ability to use the language of Drama.

MAJOR ASSESSMENTS:
Students will be assessed on group devised performances, analysis of performed work, teamwork skills and participation.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
• Creating and Making
• Exploring and Responding

What's so Funny – Term 2
Do you love a good laugh? This subject is for you! Explore different comedy styles and learn the skills of improvisation, characterisation and comedy writing.

AIM:
To give students the opportunity to explore the theatrical style of comedy throughout history while building on a range of skills, including improvisation, characterisation, performance development, theatrical conventions, stagecraft and scriptwriting.

CONTENT OVERVIEW:
Students will take part in skill building activities that assist in the development of confidence, improvisation, characterisation and performance development. Theatrical conventions relating to comedy styles, stagecraft and scriptwriting will also be covered. They will analyse and reflect on performances and develop their ability to use the language of Drama.

MAJOR ASSESSMENTS:
Students will be assessed on group devised performances, analysis and evaluation of performed work, teamwork skills and participation.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
• Creating and Making
• Exploring and Responding
Front Page to Stage – Term 3

The secrets of writing for stage and screen will be unlocked in this introduction to scriptwriting. A chance to read, perform and write a variety of scripts will culminate in a whole class project.

AIM:
To give students the opportunity to explore various scripts and scriptwriting techniques while working on a large group project.

CONTENT OVERVIEW:
Students will read a variety of scripts in class and look at basic scriptwriting skills. Each class member will have a production and performance role in the whole class, group devised short film, that will be scripted, filmed and edited by the group.

MAJOR ASSESSMENTS:
Students will be assessed on participation, team work skills and the skills applicable to both the production and performance roles they have chosen. The students will also use the language of Drama to track their process in a journal and complete an overall evaluation of their work in this unit.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
- Creating and Making
- Exploring and Responding

On Stage and Backstage – Term 4

Explore all the elements that go into creating theatre work by devising your own theatre work based on themes that are relevant to you and your peers. Discover the range of roles and responsibilities, both onstage and backstage, required to make theatrical magic happen!

AIM:
To give students an introduction to the stagecraft elements of theatre.

CONTENT OVERVIEW:
Students will have the opportunity to choose from the following areas when designing and creating elements for a performance: lighting, sound, costumes, props, make up, set design.

MAJOR ASSESSMENTS:
Students will be assessed on their ability to represent and communicate ideas in a performance and develop imaginative solutions to set tasks. They will analyse and reflect on their work and develop their ability to use the language of Drama.

CURRICULUM LINKS:
The curriculum for this subject links directly to The Arts AusVELS standards:
- Creating and Making
- Exploring and responding
Design and Technology (Resistant Materials)

**AIM:**
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.

**CONTENT OVERVIEW:**
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 that incorporate all three. During this time, students expand their knowledge of safe working procedures, gaining an understanding of Occupational Health & Safety guidelines. On the completion of this unit student will be able to follow a design process and produce a product which fulfils the design

**MAJOR ASSESSMENTS:**
- A variety of 3D products constructed from wood, metal and plastics
- A design portfolio of the student’s journey through the design process
- A design using 3D CAD software

**CURRICULUM LINKS:**
The curriculum for this subject links directly to AusVELs: Design, Creativity and Technology
- Investigating and designing
- Producing
- Analysing and evaluating

<table>
<thead>
<tr>
<th>Term 1</th>
<th>During this term students work through the design process with the project based around the creation of a piece of furniture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>During this term students work through the design process with the project being based around a number of useful products.</td>
</tr>
<tr>
<td>Term 3</td>
<td>During this term students work through the design process with the project based around the creation of a piece of furniture.</td>
</tr>
<tr>
<td>Term 4</td>
<td>During this term students work through the design process with the project being based around a number of useful products.</td>
</tr>
</tbody>
</table>

Students are able to undertake this course in all terms as the projects completed are different each term. Some projects are subject to change due to new technology and initiatives.
Food Technology

**ABC Foods – Term 1**

**AIM:**
To investigate a range of foods using the alphabet as a focus.

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

**MAJOR ASSESSMENTS:**
Students compile an ongoing journal 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.

**CURRICULUM LINKS:**
- 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 work opportunities as a part time job.
- Health & Human Development Units 1-4 and Food Technology - Units 1-4.

**M-Z Food Lovers – Term 2**

**AIM:**
To investigate a range of foods using the alphabet as a focus.

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

**MAJOR ASSESSMENTS:**
Students compile an ongoing journal 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.

**CURRICULUM LINKS:**
- 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 work opportunities as a part time job.
- Health & Human Development Units 1-4 and Food Technology - Units 1-4.
International Foods – Term 3

AIM:
To explore and investigate foods from different cultures.

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 journal 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.

CURRICULUM LINKS:
- 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 are also covered. This sets them up for senior school studies in this area and also hospitality work opportunities as a part time job.
- Health & Human Development Units 1-4 and Food Technology Units 1-4.

Celebratory Foods – Term 4

AIM:
To investigate a variety of foods used for celebrations around the world

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 journal 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.

CURRICULUM LINKS:
- 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 work opportunities as a part time job.
- Health & Human Development Units 1-4 and Food Technology Units 1-4.
**MUSIC**

**Rock Out – Term 1 or 2**

**AIM:**
Throughout ‘Rock Out’, students will work to develop an understanding of music theory, performance and composition.

**CONTENT OVERVIEW:**
‘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. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

**MAJOR ASSESSMENTS:**
- Theory of music component: 1 unit test per term
- Presentation (PowerPoint): Research/contrast 2 influential genres of music
- Composition assessment (score): Students will utilise their new knowledge of musical theory to compose and score a piece of music

**CURRICULUM LINKS:**
- Students will learn how to create and perform music using both ICT, manuscript paper and a chosen instrument, as well as develop an understanding of how their chosen instrument can be used as a universal communication tool.
- Students learn the many ways and skills required to follow a career path in music performance, production and or composition.
- Students develop skills in problem solving, abstract reasoning, visualisation, and spatial relationships.
- To provide students with a solid foundation of knowledge to then move on to complete Year 10 Music.
**Rock On – Term 3 or 4 only**
* Rock Out must be done prior to this.

**AIM:**
Throughout ‘Rock On’, students will further develop their understanding of music theory composition and performance.

**CONTENT OVERVIEW:**
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 and 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 to playing music. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

**MAJOR ASSESSMENTS:**
- Coursework - Music Journal - Practice schedule
- Theory of music component: 1 Test per term.
- Advertisement analysis task: Using ‘garageband’, students will compose an original piece of music for an existing television advert.
- 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.

**CURRICULUM LINKS:**
- Students will learn how to create and perform music using both ICT, manuscript paper and a chosen instrument, as well as develop an understanding of how their chosen instrument can be used as a universal communication tool.
- Students learn the many ways and skills required to follow a career path in music performance, production and or composition.
- Students develop skills in problem solving, abstract reasoning, visualisation, and spatial relationships.
- To provide students with a solid foundation of knowledge to then move on to complete Year 10 Music.
Creative Writing

AIM:
Students will benefit from developing simple ideas into prose and learning how to write in a wide range of formats. Students will enjoy developing their writing skills and increasing their confidence in expression in creative writing.

CONTENT OVERVIEW:
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 work-shopped.

MAJOR ASSESSMENTS:
Students will be assessed on both 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 links to the AusVELS curriculum for English.

CURRICULUM LINKS:
English, Literature, Drama and Media.

Introduction to Literature

AIM:
Students will benefit from looking closely at texts and how writers construct them, the effect of different literary techniques and developing confidence in reading and discussing texts. Students will be exposed to new and different pieces of literature and expand their enjoyment of reading.

CONTENT OVERVIEW:
Students will be introduced to a range of literature, including poetry, short stories, film and other texts. There is a focus on developing an enjoyment of reading, discussion of the texts read and experienced, and developing both personal and analytical responses to literature.

MAJOR ASSESSMENTS:
Students will be assessed on a range of tasks relating to the literature we cover in the unit, including personal responses to texts, analytical writing and developing a glossary of literary techniques. Assessment links to the AusVELS curriculum for English.

CURRICULUM LINKS:
English, Literature, Drama and Media.
**Journalism**

**AIM:**
To explore the different facets of journalistic writing and produce a class newspaper or magazine.

**CONTENT OVERVIEW:**
This subject will provide an opportunity for students to be involved in a range of writing styles and forms and to work both individually and collaboratively on an end result. Students will develop confidence in their writing skills and an awareness of how to follow a writing process for set forms and styles.

**MAJOR ASSESSMENTS:**
Students will be assessed on a range of writing tasks related to journalism, including the drafting process, interviewing, research, writing and editing. Assessment links to the AusVELS curriculum for English.

**CURRICULUM LINKS:**
English, Literature, Drama and Media.

**“At the Movies” Film Analysis and Reviewing**

**AIM:**
Students will develop their understanding of how films are constructed and develop skills in responding critically and analytically to film. Students will learn to write quality film reviews.

**CONTENT OVERVIEW:**
Students will view a range of films and learn about filmic techniques. They will take part in class discussions, analyse films and how they are constructed, and explore key themes, characters, use of symbols and how key issues are explored. Students will write personal responses, reviews, analytical responses and will look at how film adaptations can alter meaning.

**MAJOR ASSESSMENTS:**
Students will be assessed on a range of responses to film, such as assignments, class discussion, reviews and personal reflections. Assessment links to the AusVELS curriculum for English.

**CURRICULUM LINKS:**
English, Literature, Drama and Media.
Ecology

AIM:
Students will develop an understanding of how things are interconnected and how seasons impact on animal populations. They will learn about the implications of habitat destructions and introduced species.

CONTENT OVERVIEW:
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 affect 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.

MAJOR ASSESSMENT
• Oral presentations
• Field work
• Research project on an ecosystem from around the world

CURRICULUM LINKS:
• Biology
**Zoology**

**AIM:**
To improve student knowledge of the characteristics of different types of classifications and the animal kingdom.

**CONTENT OVERVIEW:**
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.

**MAJOR ASSESSMENTS:**
- Oral Presentations
- Zoology ‘fact file’ research assignment

**CURRICULUM LINKS:**
- Biology
**Australian Disasters**

**AIM:**
To develop students' awareness and understanding of current environmental issues and how they impact us in Australia.

**CONTENT OVERVIEW:**
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 floods, cyclones, and heat waves.

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.

**MAJOR ASSESSMENTS:**
- Oral presentations
- Field work
- Management plans

**CURRICULUM LINKS:**
- Biology
Global Disasters

AIM:
Students will develop a deeper understanding of plate tectonics and how the movement of these can cause devastation. They will also delve into continental movement and how this effects populations and climate across the globe.

CONTENT OVERVIEW:
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 and 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.

MAJOR ASSESSMENTS:
- Oral presentations
- Research project on global natural disaster
- Diorama of a global disaster
- Practical application tasks

CURRICULUM LINKS:
- Biology
Economics and Money

AIM:
To develop students’ knowledge and understanding of how the economy works; the role they play in it, as well as the numerous ways that they can influence it.

CONTENT OVERVIEW:
Students begin by discussing the reasons why we can’t always have everything we want. They look at the reasons why some things are more expensive than others (i.e., fundamental principles of supply and demand) and also investigate the role of ethics in business and study the role companies, governments and ultimately consumers play in ‘doing the right thing’. Students will also consider the scams to be aware of when buying products and services.

MAJOR ASSESSMENTS:
Students undertake a key research investigation into one ethical issue in shopping (e.g., environmental and animal friendly products). Students investigate the different scams and the protection we have as consumers.

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Economic knowledge and understanding
- Economic reasoning and interpretation
- Managing personal learning
- Working in teams

Students will also:
- Understand the value of products and services
- Become financially aware as consumers
- Be introduced to Year 10 and VCE Business Management knowledge and skills
- Understand the ethical responsibility they have when shopping for products
- VCE Business Management and Accounting

LINKS TO VCE:
Business Management and Accounting
Politics and the Law

AIM:
To develop students’ understanding of the political system that we live in in Australia, as well as the various systems that operate throughout the world. Students will also learn about the legal system in Australia, including how laws are made.

CONTENT OVERVIEW:
Students investigate why we have laws, who makes our laws and the meaning of the term ‘democracy’. Through the media, students consider current issues in the law and how to change the law. Students research different political parties in Australia and who represents us in Parliament. Students consider how other people around the world are governed and look at the key elements of leadership.

MAJOR ASSESSMENTS:
In discovering how other countries govern their people, students create their own ‘Utopian island’ choosing their own principles of human rights, a Constitution and a Declaration of Independence.

The role of leadership in politics is investigated and the characteristics of leadership are analysed and applied to the role Nelson Mandela played in leading his country out of apartheid.

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Civics and citizenship
- Managing personal learning
- Working in teams

Students will also:
- Gain an understanding of why Australians have rights and freedoms but also what our responsibilities as citizens are
- Be Introduction to Year 10 and VCE Legal Studies knowledge and skills
- Develop skills in evaluating, research, comprehension and analysis – helpful for Senior School
- Empathy for others through understanding how different people both in Australia and around the world live
- Prepare for VCE Legal Studies
**Amazing Race**

**AIM:**
Students will develop an understanding of different cultures and ways that people around the globe interact with their environment.

**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, films and documentaries.

**MAJOR ASSESSMENTS:**
- **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).

- **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.

**CURRICULUM LINKS:**
This elective will cover the following AusVELS dimensions:
- Geographical knowledge and understanding
- Geospatial skills
- Working in teams
- Managing personal learning

It will also provide students with:
- Fun and engaging approach to Geography and global awareness
- Team-building skills
- An introduction to Year 10 and VCE Geography
- Develop skills in comprehension and analysis and empathy for others in the community through exploration of global issues
- Prepare for VCE Geography
History – Creating the Modern World

AIM:
Students will develop and understanding of a variety of events that took place in the world from the 1700s through to the early 1900s and how these events have helped shape the world as we know it.

MAJOR ASSESSMENTS:
Students begin by investigating who lays claim to being the first power to actually discover Australia.

Students will also investigate how life changed in this time period by researching one of these major developments:
- The life of early Australian convicts and settlers
- The impact of the Australian Goldrush
- The technological innovations that led to the Industrial Revolution
- The emergence and nature of key ideas in the period, eg: capitalism, socialism and imperialism
- The movement of people throughout the world, including the transatlantic slave transportation or convict transportation to Australia

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Historical knowledge
- Historical understanding
- Managing personal learning
- Students gain an understanding of how people lived in the past and the key events in our history that have led to why Australians live the way we do today
- Introduction to Year 10 and VCE History skills
- Skills in research, comprehension and analysis – helpful for Senior School
- Empathy for others through understanding how people lived in the past
- Class Debate - Harm minimisation vs Zero tolerance
- Prepare students for VCE History
Advance  Additional Levy: $340

Due to the specialist nature of this subject, numbers are restricted to 22 students.
This is a year-long elective that counts as one of the term electives.

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

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline-based learning
- Interdisciplinary learning
- VCE Physical Education, Health and Human Development,
- VCE Outdoor Education and Environmental Studies.

Sports Trainer

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

CONTENT OVERVIEW:
Students will participate in a range of physical activities and theory lessons covering:
- Basic sports training principles including:
  - S.T.O.P
  - TOTAPS
  - RICER
  - Taping
  - Injury prevention
  - Recovery
  - Rehabilitation
  - Muscles
  - Bones
  - Nutrition

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline based learning
- Interdisciplinary learning
- Physical Education, Health and Human Development.
Swimming  Additional Levy: $30 to cover lane hire

AIM:
To provide stroke correction for all swimming strokes, make students more aware of the dangers of water and give 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 OVERVIEW:
- Freestyle
- Backstroke
- Lifesaving backstroke (survival backstroke)
- Side stroke
- Butterfly
- Breast stroke
- Practical classes with other sports and games

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Health and Physical Education
- Interpersonal learning
- Personal learning
- Communication
- Thinking process

Please note: Due to the size of the bus and staff required: student ratio in a water environment – this class is restricted to 22 students.

Our World Champs

AIM:
To provide an opportunity for students to play, umpire and develop their skills in a range of alternative sports that they may not usually have the opportunity to participate in.

CONTENT OVERVIEW:
- Learn the rules of a range of alternate sports
- Umpire a range of alternate sports
- Participate in practical lessons; both skill development and gameplay
- Plan and run warm up and cool down activities in line with injury prevention and rehabilitation guidelines

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline Based Learning
- Interdisciplinary Learning
- Physical Education, Health and Human Development.
Wide World of Sports

AIM:
Students are to research a unique sport of their choice and plan and run a lesson that teaches their peers the rules and skills of the game. Students will be assessed on their knowledge of the sport, their planning and implementation of the lesson plan and their participation levels in other peer taught lessons.

CONTENT OVERVIEW:
- Rules of unique games from across the world
- New skill acquisition through a variety of skill development lessons
- Planning skills
- Coaching skills

CURRICULUM LINKS:
This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline based learning
- Interdisciplinary learning
- Physical Education, Health and Human Development.
MORDIALLOC COLLEGE LEARNING PATHWAYS

**Humanities**

- Year 9
- Year 10
- Year 11
- Year 12

**9 Humanities**

10 Business & Accounting OR 10 Legal OR 10 Geography OR 10 History

- Accounting 1/2
- Business Management 1/2
- Legal Studies 1/2
- Geography 1/2 OR 20th Century History

**Accounting 3/4**

**Business Management 3/4**

**Legal Studies 3/4**

**Geography 3/4 OR History of Revolutions 3/4**

**English**

- Year 9
- Year 10
- Year 11
- Year 12

**9 English**

10 English

- Literature 1/2
- English 1/2
- EAL 1/2

**Literature 3/4**

**English 3/4**

**EAL 3/4**

**9 SEAL English**

10 SEAL Literature

- 11 Literature
Students in the Year 9 Select Entry Accelerated Learning (SEAL) Program for 2016 will have timetabled classes 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 electives.

**SEAL Levy: $200 (includes City Experience)**

<table>
<thead>
<tr>
<th>POSSIBLE PATHWAYS</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Literature Units 1 &amp; 2</td>
<td>Literature Units 3 &amp; 4</td>
<td>University Literature</td>
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<td></td>
<td></td>
<td>and/or English 1 &amp; 2</td>
<td>English Units 3 &amp; 4 OR Literature 3 &amp; 4</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>General Maths</td>
<td>Further Maths Units 3 &amp; 4</td>
<td>Maths Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Specialist Maths 1 &amp; 2</td>
<td>Maths Methods Units 1&amp;2</td>
<td>Specialist Maths Units 3&amp;4</td>
</tr>
<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>VCE</strong></td>
<td>One additional VCE Unit 1 &amp; 2 subject of student’s choice e.g. Biology 1 &amp; 2</td>
<td>VCE elective Unit 3 &amp; 4 e.g. Biology 3 &amp; 4</td>
<td>University extension subject e.g. First year Biology</td>
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SEAL English

ENGLISH—2 compulsory units (with the option of undertaking additional English electives)

AIMS:
To develop the range and power of the student's language and communication skills.

CONTENT OVERVIEW:
Year 9 SEAL English (Year 10 English curriculum) involves the study of a variety of texts including novels, media, film and theatre which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course.

SEAL Mathematics

AIMS:
Upon completion of Year 9 SEAL Mathematics, students should be proficient in algebra and advanced fractions through various applications of the two. They should be able to perform manipulations on given formulae to find unknown variables and model mathematical equations on real life situations. Students should also be confident in graphing several types of functions and highlighting key points of functions on their graphs. Through a variety of assessments including tests, projects, SACs, homework and exams students are able to show their knowledge and demonstrate correct use of mathematics.

CONTENT OVERVIEW:
• Surds
• Indices
• Expanding and Factorising Expressions, including using the Quadratic Formula
• Area, Total Surface Area and Volume
• Speed, Density and Concentration
• Trigonometric Ratios in finding angles and side lengths
• Pythagoras' Theorem in 2D and 3D Linear and Quadratic Graph Sketching and Solving
• Simultaneous Linear Equations
• Direct and Indirect Variation
SEAL Science

AIM:
Students will continue to enhance the scientific skills and concepts developed in Years 7 & 8 SEAL through further study of the key science disciplines. Science inquiry skills such as observation, recording of data, data analysis and problem solving will be addressed.

CONTENT OVERVIEW:
Students study atomic structure and theory, basic chemistry including the structure of the periodic table and electron shell configurations. Students also investigate the origins of the universe and the evolution of life on Earth including the theories of natural selection, speciation and human evolution. They also study Electronics and solder their own working circuit boards. Students will learn practical skills necessary to collect and analyse data from experimental investigations. Students will develop information retrieval and report writing skills, and a broad base of scientific knowledge.

SEAL Humanities

AIM:
The Year 9 SEAL Humanities curriculum is aligned to AusVELS Level 10. Students study History, Geography, Economics, Civics and Citizenship to understand the world in which we live.

CONTENT OVERVIEW:
The focus in History is on Australia from 1920 to the present. Topics covered include the stockmarket crash and the Great Depression, World War 2 and Pop Culture. In Geography, students look at the impact of human activity on our environment with particular emphasis on sustainability and climate change. The concept of democracy and the role of the United Nations are explored in Civics and Citizenship. Students participate in the Sharemarket Game to further their understanding of Economics and to learn the importance of budgeting.