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# YEAR 9 PROGRAM
## CURRICULUM MAP

### Semester One: Horizons

<table>
<thead>
<tr>
<th>ENGLISH SEAL/ACE</th>
<th>MATHEMATICS SEAL/ACE</th>
<th>SCIENCE SEAL/ACE</th>
<th>LANGUAGES FRENCH OR INDONESIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEGRATED ENQUIRY UNITS</strong></td>
<td><strong>EXTENDED RESEARCH PROJECT LEADERSHIP DEVELOPMENT</strong></td>
<td><strong>INITIATIVE UNITS</strong> (Formerly 3C9)</td>
<td><strong>ELECTIVE UNIT x 1</strong></td>
</tr>
</tbody>
</table>

### Semester Two

<table>
<thead>
<tr>
<th>ENGLISH SEAL/ACE</th>
<th>MATHEMATICS SEAL/ACE</th>
<th>SCIENCE SEAL/ACE</th>
<th>LANGUAGES FRENCH OR INDONESIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMANITIES SEAL/ACE HISTORY ECONOMICS</strong></td>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td><strong>LEADERSHIP DEVELOPMENT INITIATIVE UNITS</strong> (Formerly 3C9)</td>
<td><strong>ELECTIVE UNITS x 2</strong></td>
</tr>
</tbody>
</table>

### ELECTIVE PROGRAM

Drawn from all Learning Areas including:

- Art
- Asia and the World: China
- Ceramics
- Dance
- Drama
- Forensic Science
- Food
- Literature Extension
- Life Saving
- Media Studies
- Music
- Photography
- Sport’s Academy
- Textiles
- Visual Communication and Design
- Wood
“Creating reflective, independent learners through innovative curriculum and leadership opportunities.”

The Year 9 Program at Sandringham College, Horizons, is unique: designed to engage and inspire our students by providing opportunities for rich, relevant, real learning, choice and negotiation, physical challenge, hands-on activities, teamwork and leadership.

Horizons 2015 builds upon the previous success of both the 3C9 program and the Horizons 2014 pilot program. The overarching theme of Horizons is “My Self, my world”.

In Semester One, students take advantage of the unique environment of the Beaumaris campus and are immersed in the Horizons learning approach, which combines academically rigorous core studies, initiative and elective units, as well as Leadership Development modules and an Extended Research Project. This program is linked with the College 3I’s Instructional Model (instructional, independent and interdependent learning approach) and aims to build students independent and interdependent skills so they are well prepared for both further studies and the workplace.

In Semester Two, students will return to the Bluff Rd campus. They will continue their Horizons ‘initiative’ and Leadership units one day per week.

HORIZONS “INITIATIVES” (FORMER 3C9)

These units are designed to motivate, engage and inspire our Year 9 students, to provide opportunities for rich, relevant, real learning, choice and negotiation, physical challenge, hands-on activities, teamwork and leadership.

The program’s guiding values Community, Care and Challenge; teach students about the environment, the broader community and their place within it. Initiative units are linked to the Horizons theme of “My Self, My World” and will allow students to choose what is interesting and relevant to them and provides a structured approach to the development of sound values and citizenship.

Initiatives are unique to this year level and incorporate day- long, intensive learning sessions which are often off-campus as well as shorter sessions held at school. Students are encouraged to work in teams and to take a problem solving approach, investigating real life situations and taking action to make a positive difference to their lives or the lives of others.

The Initiative units incorporate skills, knowledge and understanding from a range of curriculum areas, including the Arts, Technology and Physical Education.
YEAR 9 PROGRAM

OVERVIEW

DEPTH AND BREADTH

During Years 7-10, Sandringham College provides a sequential curriculum that meets the needs of all students. The program offers a range of experiences in sufficient breadth and depth so that students can continue their education through to Year 12 and beyond.

PROGRAM STRUCTURE

At Year 9, students experience a combination of compulsory and elective units. Students are required to study units from all of the Curriculum Domains. Within this, students have the opportunity to choose electives each semester. These are selected from across the Domains. Students must undertake at least one unit from the Arts and one unit from Technology during the year.

Each week, a student’s program will consist of:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Per Fortnight</th>
<th>Semester Two</th>
<th>Per Fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8 periods</td>
<td>English</td>
<td>8 periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 periods</td>
<td>Mathematics</td>
<td>8 periods</td>
</tr>
<tr>
<td>LOTE: French or Indonesian</td>
<td>6 periods</td>
<td>LOTE: French or Indonesian</td>
<td>6 periods</td>
</tr>
<tr>
<td>Integrated Enquiry Units</td>
<td>22 periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>covering AusVELS requirements</td>
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<td></td>
<td></td>
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<tr>
<td>of Geography, Science,</td>
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<td></td>
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<tr>
<td>Technology, and Health and PE</td>
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<td></td>
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</tr>
<tr>
<td>Leadership Development</td>
<td>2 periods</td>
<td>Leadership Development</td>
<td>2 periods</td>
</tr>
<tr>
<td>Electives, Horizons Extended</td>
<td>14 periods</td>
<td>Electives, Initiative Units</td>
<td>18 periods</td>
</tr>
<tr>
<td>Research Project, Initiative</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Units</td>
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</tbody>
</table>

SUBJECT AVAILABILITY

Students and parents should note that although a range of units are offered in each Domain for 2015, the actual units which will be taught depend on student demand, class sizes and availability of staff. Every effort will be made to arrange a program that meets the initial choices of students but where difficulties occur, students will be counselled, parents informed and alternatives offered. Each student’s program will be developed after consultation with Parents, Teachers and Coordinators.

SUBJECT CHARGES

Students undertaking the studies listed below will be charged for materials and the use of expensive specialist equipment provided by the school. This charge is in addition to any equipment or book listed items students may need for the course. For the cost per student for providing these materials and specialist equipment, please refer to the subjects and levies sheet.

<table>
<thead>
<tr>
<th>Art</th>
<th>Media</th>
<th>Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics</td>
<td>Photography</td>
<td>Visual Communication</td>
</tr>
<tr>
<td>Food</td>
<td>Sport’s Academy.</td>
<td>Wood</td>
</tr>
</tbody>
</table>
Students can choose from the following electives. Each elective will have three periods per week. Students are required to undertake at least one Arts and one Technology elective during the year.

**English**
- Literature Extension

**Science**
- Forensic Science

**Health and PE**
- Advance: Life Saving
- Sport’s Academy

**Humanities**
- Asia and the World: China (1750-1918)

**The Arts**
- Art
- Ceramics
- Dance
- Drama
- Media Studies
- Music
- Photography
- Visual Communication and Design

**Technology**
- Food
- Textiles
- Wood
YEAR 9 PROGRAM

OVERVIEW

YEAR 9 CAMP

The Challenge Camp is an important part of the Year 9 Program and all students are expected to attend. Further details about the Camp will be provided in Term 1 of 2015.

HOMEWORK AND STUDY

Homework benefits students by complementing, consolidating and extending classroom learning and fostering good study habits. Homework is integral to most subjects and:

- supports and extends classroom learning
- develops positive study habits
- develops a responsibility for self-learning
- develops organisation and planning skills
- supports the links between home and school.

Regular homework is an important part of the Year 9 Program. In Year 9, students can expect to be doing up to 90 minutes of homework per weeknight. Work may also be set during weekends and school vacations. Parents should encourage and support students to complete homework by providing a suitable environment that is free of distractions such as the television, mobile, phones and iPod. It is also advised to monitor use of iPads and other devices.

STUDENT ORGANISER

Student success and achievement depends on keeping up with class work, completing homework and submitting assignments on time. The Student Organiser plays an important role in helping students to organise their work and is used to record homework and due dates for assignments and the like for each subject. The Organiser is not a personal diary, and students are expected to keep their Organiser up to date. Parents will be expected to check and sign the Organiser on a weekly basis.

HOMEWORK CLUB

Homework club runs in the Library two week nights, between 3pm and 4pm.

NATIONAL AND LOCAL COMPETITIONS

Students are encouraged to enter competitions in:

- Science
- English
- Mathematics
- Languages
- Humanities
- Geography
- Dance
- Arts/Film
CO-CURRICULAR AND CHALLENGE ACTIVITIES

Students are provided with opportunities to participate in additional curriculum related activities including:

- College Production
- Writing Competitions
- College Band
- Community Performances
- Instrumental Music Tuition
- Public Speaking
- Music Concerts
- Winter Dance
- Sandy Feet

PROMOTION TO YEAR 10

The College has developed a Promotions Policy as part of its commitment to ensuring that all students achieve at their fullest potential. The expectation is that students will pass all of their subjects. In deciding whether a student is to be promoted to Year 10, the Campus will consider:

- The number of subjects successfully completed
- The student’s English and/or Mathematics results
- The student’s attendance during the year. Attendance that is below 90% without appropriate explanation is of concern.
- The student’s attitude to their studies. This is indicated by behaviours such as completion of work on time, preparedness for class, respect for the right of others to learn and punctuality.

In the situation where a student’s progress is of concern, the Year 9 Student Manager will convene a meeting with the student and his/her parent(s) to discuss the progress of the student and outline the possible outcomes for the following year. In the case where the Student Manager has a major concern, the Student Manager may involve the Campus Principal in the discussions with the student and his/her parent(s).

At the meeting, possible options for the student will be explored.
This unit of work engages and motivates all students using personalised, inquiry-based curriculum based on active learning. It explores the self and how we perceive our identity within both local and global contexts. Students look at how our heritage, language, family and local community influence the development of self. Students will also review wider Australian culture and how they view themselves as a Global Citizen. Students may study film such as ‘The Turning’ and the documentary ‘Being Australian’. There will also be the opportunity to go on a learning expedition such as an excursion to the Immigration Museum and explore what it means to be part of both a local and global community and how others create a sense of identity and community connection.

**ASSESSMENT**

- Oral presentation, PowerPoint or display folder
- Research report on Family history
- Investigation of cultural Stereotypes
- Text study and response

**GEOGRAPHY**

Geography in the Horizons Program will focus on Geographies of Interconnections. Every text, call, purchase or trip we make connects us to information, other people and places. This interconnection is influenced by people’s views or perceptions of these places. Our consumption of goods and services and our travel, recreational and cultural choices all have impacts on the environment. This has implications for future sustainability. The course will be inquiry and field based with students undertaking at least three field trips to the city, outer suburbs and within the local community.

**ASSESSMENT**

- Completion of research tasks
- Collection and analysis of data
- Tests
Within the Year 9 Horizons program, the Science Academy will deliver a hands-on, real-world approach to core Science. Students will be engaged in investigations about the local Bayside area and how it has changed over time, and the impact this has on local ecology, environment. Students will focus on the complex interactions that make up our local ecology. They will review multiple perspectives and completing priorities taken into account when managing the Bay and its surrounds. The course will link students with local experts, hands-on activities and take a thematic approach, developing students’ understandings, so they can model and debate the ‘best way’ to manage Port Phillip Bay. In addition, the course will look at changes in the world around us including, evolution, plate tectonics and their effect on our planet, mass extinctions and the predicted future of our planet.

Key understandings:
Historical perspective

- Formation of the Earth
- Tectonic plates and continental drift
- Natural disasters and their effect on our planet
- European settlement
- Transition and change
- Mega fauna and mass extinctions
- Indigenous Australians culture and adaptability
- Introduced species
- Resources and modern ecology
- Destruction - pollution and sustainable practices
- Changes in local geography and its impacts
- The Bay - a historical perspective
- Ecological changes in Port Phillip Bay
- Succession, introduced species and the Bay
- Evolution – focussing on the changing climate and the relevance to living organisms
- Industry and the Bay - economic value

ASSESSMENT

- Production and submission of 3 investigation tasks
- Range of practical activities
- Application in classroom activities
- Involvement in class discussion and debate
- Research ability
- Excursion to Rickett’s Point and documentation by making a movie
- Submission of online folio
- Independent approach to research tasks
- Ability to work interdependently within a group
HEALTH AND PHYSICAL EDUCATION

This program involves activities that focus on instruction, independence and interdependence. Elements of the program include physical activities that develop strategic skills, decision making, motor skill acquisition and coaching.

Activities may include:

- Handball
- Lacrosse
- Football
- Soccer
- Hockey
- Netball
- Basketball
- Fitness Training

ASSESSMENT

- Class participation
- Peer assessment
- Self-assessment
- Teacher assessment
- Assignments
- Test

MATHEMATICS AND LANGUAGES

Both Mathematics and Languages are subjects that require sequential learning experiences. To maximize student outcomes these programs will follow the progression as taught in core.
YEAR 9 PROGRAM

SEMESTER ONE: HORIZONS

The Integrated Enquiry based units of Horizons, include skill development in technology based subjects. The technology focus for semester one is Digital and Food Technology.

DIGITAL TECHNOLOGY

In this unit students will investigate how ICT can be used for visualizing, thinking, creating, and communicating. They will use ICT for problem solving and clear thinking, organizing concepts, issues and ideas. They will use a range of data types including sound, moving and still images to record decisions made and actions taken. Students will use the design process to develop, create and evaluate their products. They will develop their understanding of their rights and responsibilities in a digital world. Students will become part of the global classroom sharing thoughts and ideas with students around the globe.

ASSESSMENT

- Online portfolio showing development of work
- Research assignment
- A well maintained blog reflecting on the learning process
- Independent and collaborative skills
- Participation in required activities such as excursions and workshop

FOOD TECHNOLOGY

Food Technology within the Horizons Program will provide students with an understanding of nutrition and dietary related problems associated with young adolescents. It will enable them to make informed food choices now and in the future. Throughout the term students will be involved in exploring, designing, preparing and cooking various foods suitable for their growing needs.

ASSESSMENT

- Folio
- Research task
- Food production
- Hygienic and safe practices
English is compulsory for all students for both Semesters. If students wish to study extra English, they may also choose the Literature Extension elective. The study of English follows the guidelines of the AusVELS. It aims to develop students’ writing, reading, speaking and listening skills. It also fosters an appreciation of literature and encourages students to think critically and communicate effectively. The course consists of the following four areas:

Text Response
To foster an appreciation of literature from a wide range of stimuli
- Novels, poetry, and short stories
- Issues and media analysis
- Plays, film and media

Writing Styles
To develop an understanding of writing purpose and audience in the following modes:
- Creative
- Informative
- Persuasive
- Analytical

Language Development
To develop skills which will enable students to communicate effectively through the following:
- Comprehension
- Argument assessment
- Vocabulary extension
- Language exercises

Oral Skills
To encourage the development of confidence and competence with spoken English through:
- Discussion and reporting
- Interviews
- Debates
- Speech making

ASSESSMENT
Assessment will be made on the basis of successful completion of all work requirements relating to the four course components:
- Text response
- Writing styles
- Language development
- Oral tasks
All students will study Mathematics in both Semesters.

In Semester 1 and 2 the Year 9 Mathematics course provides a strong foundation in Number and Algebra, Measurement, Geometry, Statistics and Probability.

The program will be selected from the Australian National Curriculum topics:

- Number and Algebra: Indices, Algebraic Applications, Business Mathematics, Linear Equations and graphs, Simultaneous Equations and Quadratic Functions and Parabolas
- Measurement and Geometry: Pythagoras’ Theorem, Trigonometry, Geometry, Measurement
- Statistics and Probability

The course will aim to develop the following mathematical skills and understanding:

- Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
- Introduction of further algebraic skills and the use of algebra in real life problem solving activities
- Collection and analysis of statistical data
- Efficient use of calculators as an aid to solving problems
- Ability to communicate and report on the mathematical process used in problem solving, both in written and mathematical form.

HOMEWORK

To compliment work completed in class, students will be required to:

- Complete class exercises/activities
- Revise work and prepare for assessment tasks
- Complete projects and investigation tasks

ASSESSMENT

Student knowledge and understanding will be assessed through:

- Participation in group and class activities
- Maintenance of a well organised workbook
- Reporting on practical tasks and projects
- Completion of problem-solving activities
- Completion of homework tasks
- Topic tests

The use of Scientific Calculators and the development of knowledge of computer applications is an important part of the Year 9 Mathematics course.

Further details about the calculator will be available in the Year 9 booklist.
Science is compulsory for all students for both Semesters. Science covers scientific concepts from each of the disciplines of Physics, Chemistry, Biology and Earth Science appropriate to Year 9. The focus is on Science in context and the development of research, reporting and problem-solving skills. Science and its applications are part of everyday life. Science education develops students’ abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps them make informed decisions about scientific issues, careers and further study.

The program addresses the four strands: Chemical Science, Physical Science, Earth and Space Sciences and Biological Science; each with its characteristic scientific knowledge and ideas.

Topics include:
- Chemical Change
- Responding to the environment
- Survival in space
- Behaviour and Properties of Light and sound
- Materials
- Electricity

The program assists students to:
- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Develop flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- Recognise and understand the strengths and limitations of Science
- Be able to interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of Science in social and technological change

**ASSESSMENT**
- Topic tests
- Assignments
- Homework tasks
- Scientific reports about experiments
- Projects
- Presentations
HEALTH AND PHYSICAL EDUCATION

This course incorporates physical movement and health promotion. Practical activities will focus on fitness testing, ‘survival of the fittest’ competition, ‘Sport for All’ and Team Game skill acquisition and coaching. Health topics will include Fitness, Nutrition and Harm Minimisation.

ASSESSMENT

- Class participation
- Peer assessment
- Self-assessment
- Teacher assessment
- Assignments
- Tests

HUMANITIES

The Year 9 History course is titled ‘The Making of the Modern World’. It provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the ‘war to end all wars’. Key Inquiry questions include:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What effects did colonisation have on Indigenous Australians?
- Was Ned Kelly a victim, villain or hero?
- What was the significance of World War I?

ASSESSMENT

- Research
- Analytical exercises
- Tests
Languages are compulsory for all students in both Semesters. The study of a LANGUAGE has two dimensions, communicating in a language other than English and intercultural knowledge and language awareness. LANGUAGE studies at Year 9 continue to develop the four language skills of listening, speaking, reading and writing in French and Indonesian. They also aim to increase the students’ awareness and appreciation of cultural, geographical and historical aspects of French and Indonesian speaking communities. Skills are developed through various classroom activities using a range of multimedia. The LANGUAGE study at Year 9 may include the following topics:

**FRENCH**

Health and wellbeing; describing people; food and recipes; talking about future plans; offering, accepting and refusing invitations; describing houses and apartments; talking about housework and pocket money; likes and dislikes.

**INDONESIAN**

Extension of topics introduced in Years 7 & 8: our environment, shopping and bargaining; the world of work; weekends and leisure activities including sport; holidays; celebrations and ceremonies, asking and giving directions and places around town.

**ASSESSMENT**

- Workbook exercises
- Role plays and oral presentations
- Participation in general conversation
- Listening and reading comprehension tasks
- Projects and assigned work
- Tests
In the Year 9 SEAL course, students will be stimulated and challenged in an environment where they strive to achieve excellence. Students will participate in cooperative learning tasks and will enjoy working with like-minded students. Students’ prior knowledge will be consolidated and they will be encouraged to reflect on what they have learnt. Further development of these skills will be pursued through extension and enrichment activities.

* SEAL students are selected by external testing and/or teacher recommendation.

**SEAL MATHEMATICS**

Within the Mathematics component of SEAL, the students will develop advanced skills in Algebra and further enhance their problem solving skills. As well as revising Year 9 work, students will be extended by studying some of the Year 10 Mathematics topics. Graphing Software and the Classpad Calculator will be introduced as mathematical tools to students so that students are well prepared for future studies in Mathematics.

**ASSESSMENT**

- Participation in group and class activities
- Maintenance of a well-organized workbook
- Reporting on practical tasks and projects
- Completion of problem-solving activities
- Completion of homework tasks
- Topic tests

**SEAL SCIENCE**

Within the Science component of SEAL, the students will cover varied concepts within the Year 9 Science Program including Chemistry, Physics and Biology. Students will investigate and research topics in depth to gain a thorough understanding of the issues explored. Students will be encouraged to explore what is around them and will undertake extended research projects within the major branches of Science.

**ASSESSMENT**

- Topic tests
- Homework tasks
- Scientific reports about experiments
- Projects
- Presentations
In SEAL (ACE) English, students will engage with a range of challenging texts which extend them beyond the standard Year 9 course. They will develop advanced skills in language use and literary interpretation through units on persuasive language, Shakespeare and film. In Year 9, the SEAL/ACE English course begins Year 10 level work, which aids students’ preparation for VCE English.

**ASSESSMENT**

- Class participation
- Written text responses
- Oral presentations
- Language analysis tasks
- Persuasive and creative compositions

In SEAL (ACE) History, students explore the Year 9 History topics in greater depth and detail. Independent investigation and case studies are encouraged, as students are supported to apply high-level critical thinking skills to their study of ‘The Making of the Modern World’. Students develop advanced skills, including source analysis, interpretation of historical documents and varying perspectives on history.

**ASSESSMENT**

- Research
- Independent case study
- Analytical exercises
- Tests
ENGLISH LITERATURE

This unit is designed to introduce students to a wider range of contemporary and classical literary works than can be provided in the core. It will expose students to a diversity of authors, styles and themes. Students will be expected to read independently, discuss and analyse ideas and respond personally to the texts. Students must be keen and independent readers and all novels are to be read at home. Students require a desire to learn from the experiences and insights of others.

ASSESSMENT

- One key writing task on each text
- Major poetry assignment and presentation
- A number of minor writing tasks

FORENSIC SCIENCE

This unit introduces students to the ways in which forensic scientists analyse evidence for criminal and other legal proceedings. Students will undertake chemical, physical and biological tests on hair, other fibres, fingerprints, soil etc. These analyses, along with observation and research, will be used to make hypotheses and draw conclusions.

ASSESSMENT

- Class notes and worksheets
- Research projects
- Experiments
- Case studies
The Advance course operates for one semester. It involves working with Lifesaving Victoria as a community partner. Students undertake a Bronze Medallion Course, a First Aid and CPR certificate. They will be learning lifesaving skills at Sandringham Lifesaving Club. The Advance Learning Modules that must be covered are Community, Communication and Project Management. Students may be involved with practical water based activities such as snorkelling, sea kayaking, sailing and surfing. Cost - there is funding allocated for this course.

**ASSESSMENT**

- Active participation in practical sessions
- Theory assignments
- Tests
- First Aid exam
- Lifesaving – Completion of the Bronze Medallion
- Involvement in the Advance Lifesaving Carnival

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**SPORTS ACADEMY - ATHLETE DEVELOPMENT**

In the Year 9 Sports Academy program, students will undertake an elective in Athlete Development. This program will focus on building the physiological and psychological capabilities of all students. Within the Athlete Development program, the students will undertake a physical preparation program. They will focus on acquiring skills and knowledge within the context of a holistic enhanced sporting program. Students will have access to guest speakers and sporting role models. Students who elect to do this subject will be considered a member of the Sandringham Sports Academy and will have access to the Specialist Coaching in various sports. This elective is non-sport specific, catering for all students.

**ASSESSMENT**

- Participation in group and individual training activities
- Completion of homework tasks
- Assignments
- Tests
ASIA AND THE WORLD

Today China has the world’s second largest economy and is Australia’s most important trading partner. This unit looks at the rise and fall of the Qing dynasty and how Foreign ignorance of China’s Confucian-based culture, and China’s long isolation from the rest of the world, resulted in more than a century of strained international relations. Areas of study include Confucianism, The Opium Wars, the Boxer Rebellion and the rise of the Chinese Communist Party.

This is an engaging unit for students with a curiosity about the world and those wishing to enhance their Historical Skills.

ASSESSMENT

- Research
- Analytical exercises
- Tests

ART

In this unit students will develop their artistic skills and express ideas in the design, creation and presentation of 2D and 3D artworks. Within a term students may work on one of the following topics:

- Sustainable art: developing understanding of the concept of sustainability by using sustainable materials.
- Aboriginal and Torres Straight Islander art: explore Aboriginal and Torres Strait Islander art-making practices in Australia
- Asian art: explore the art forms of the Asia region
- Art and Identity: students develop their own personal style and symbols in their art making and reflect on their own lives for inspiration.
- Art and the Environment: investigate local and wider environments such as Melbourne and the Bayside Art Trail.

Students will use these topics as inspiration for drawing, painting and/or sculpture. While the emphasis is on practical work, students will research contemporary and traditional artists and view artworks first-hand where possible. Students will demonstrate the ability to engage in independent and collaborative project tasks.

ASSESSMENT

- Folio of finished artwork
- Artist research assignment
- A visual diary of design sketches and evaluations
- Independent and collaborative skills
- Participation in required activities such as excursions and workshops
ELECTIVE STUDIES

THE ARTS

CERAMICS

This Unit will allow students to build on previous skills. Students will:

- Design individual and group products with a view to contribute to a large scale mosaic mural
- Refine hand-building skills using moulds, slab, pinch and coil construction
- Developing a range of decoration techniques including oxides and layered coloured glazes and underglazes as well as Japanese transfer paper
- Produce fused glass pieces using professional quality Bullseye (time permitting)

ASSESSMENT

- Evaluation of products
- Workbook containing research work, safe work practices, techniques and drawn ideas

DANCE

In this unit, students participate in practical dance classes in a range of styles including HIP HOP, JAZZ and CONTEMPORARY. They learn choreography and perform group dance works at Winter Dance and Sandy Feet concerts. In theory lessons, students learn about the history of the dance styles they are studying, develop an understanding of safe warm-up and cool down practices, and analyse/review a range of different dance works.

Excursions and incursions will be organised throughout the term and may include visits to Melbourne based dance companies and full-time schools. Special guest choreographers’ will be booked for this class.

ASSESSMENT

- Performance of ensemble dance works
- Dance history research assignment
- Performance analysis/review
- Class participation
DRAMA

In this unit students continue to develop their expressives skills for performance. Students engage in a range of workshops on various theatrical styles. They produce extended theatre pieces based on these skills. Students develop skills in characterization and non-naturalistic theatrical forms. They will investigate Physical Theatre in both Western and Asian Cultures. They will view performances where applicable in order to refine their capacity to analyse theatre.

ASSESSMENT

- Research reports
- Peer and self-evaluations
- Performance reviews
- Performance presentations
- Participation in class workshops

MEDIA STUDIES

In this unit students critically analyse media products from a range of mass media sources. Students will experiment with the basic conventions of film-making using video cameras, sound equipment and editing software. They will explore advertising, animation and music videos. Students will create their own media products.

ASSESSMENT

- Analytical tasks relating to specific media types
- A folio of samples documenting the skills, techniques and processes explored in the unit
- Peer and Self Evaluations
- The creation of Media products
The aim of the Year 9 Music program is to introduce a range of music skills and activities that will prepare them for a senior music package.

- Opportunities to develop and explore instrumental skills through performance, rehearsal and practice
- An appropriate vocational and industry skill base
- A well rounded theoretical knowledge of music
- Experience playing in ensembles and bands
- Preparation for Year 10 and VCE Music Performance subjects

**ASSESSMENT**

- Performance – two pieces (one solo and one group piece) on a chosen instrument or voice
- Theory and Aural Examination
- Research Assignment – Politics in Music
- Composition
- Critical Thinking

**PHOTOGRAPHY**

This unit focuses on both practical and theoretical aspects of photography. Students will investigate the work of photographers and apply key techniques and principles to their own work. Through practical applications students will learn to compose effective images using analogue and digital SLR cameras. They will have the opportunity to develop black and white films and prints using a variety of tools and equipment. Students will also be introduced to basic digital imaging software. Students will develop an understanding of the power of a still image as well as the ways in which we can convey a particular meaning through our images.

**ASSESSMENT**

- Folio of work demonstrating skill development
- Final pieces
- A workbook outlining planning, choice of materials, production and evaluation
- Investigation exercises
The Unit is related to the many possible careers in the design field such as Graphic and Architectural Design. It will provide students the opportunity to work to a Design Brief and follow the Design Process in a Visual Diary to produce such final outcomes as posters, illustrations and packaging.

If you enjoyed Year 7 VCD, this unit will enable you to continue to explore the language of Visual Literacy through the use of the Design Elements and Principles. Students will build skills in two and three dimensional drawing, incorporating the use of ICT, to produce and analyse final design outcomes.

**ASSESSMENT**
- Visual diary with research, development and reflection of ideas
- Final presentations
- Reflection and evaluation of design work
Technology subjects are part of the elective offerings. Students must choose at least one Technology elective.

FOOD

TASTE OF THE WORLD begins with an investigation of traditional Bush Tucker ingredients and Aussie cuisine, before moving on to recipes from Europe including France, Greece and Italy. There is a focus on Asia, with Indian, Thai and Vietnamese recipes. The unit also incorporates design tasks such as designing an Italian dinner party menu, investigating French pastries, designing your own curry and preparing a dish for a Pacific banquet. Students have the opportunity to prepare and taste a wide variety of international cuisine.

ASSESSMENT

- Design Thinking tasks
- Online activities
- Workbook activities & questions
- Evaluating and analysing

TEXTILES

In this unit students will develop their design and practical skills with an emphasis on recycling of garments and/or materials to create a new item of clothing or accessory. A variety of different decorative and construction techniques using various materials will be explored prior to designing and remaking their product. Students will be encouraged to enter their work in relevant exhibitions, including the Geelong Scarf Festival and the Alice Springs Beanie Festival. Students will research examples of recycling textile items and of “upcycling”, “trashion” and “eco-chic”. Students will discover a range of designers who approach fashion design and textiles in a sustainable manner. Through research, design and exploration students will be able to:

- Produce a design folio which develops their understanding of the design process
- Become more familiar with a variety of materials
- Develop research skills
- Develop design skills
- Develop new skills and explore a variety of techniques
- Design and produce textile pieces incorporating techniques investigated

ASSESSMENT

- Investigative research exercises
- Design folio
- Production
- Self and peer assessment of progress and finished products
ELECTIVE STUDIES
TECHNOLOGY

WOOD

This unit will continue to develop an understanding of the qualities of wood and the many different ways it can be shaped and joined which enables it to be used in a wide range of applications. Whilst theoretical concepts will be covered, emphasis will be placed on the concepts being covered in practical, hands on classes.

Areas that this course will focus on include:

- The creative design of products through the use of drawings and problem solving
- Correct and safe use of hand tools
- An introduction to the appropriate use of power hand tools
- An introduction to wood turning
- Continuation on the design and construction of joints
- An introduction to design ergonomics
- A greater understanding of simple technical drawings

ASSESSMENT

- Production of practical models that reflect concepts covered
- Folio of basic design ideas